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ABSTRACT

This handbook provides information, strategies, and techniques for developing and implementing successful work-based learning experiences. It is divided into five sections, each with 1-5 chapters that cover specific topics in detail. Section I, "What is Work-Based Learning?," considers what work-based learning is; presents a work-based learning continuum; relates the purpose of work-based learning; and demonstrates how work-based learning experiences meet Illinois Learning Standards, Workplace Skills (Secretary's Commission on Achieving Necessary Skills), and Occupational Skill Standards. Section II, "Marketing," discusses assessment of need for work-based learning, recruitment of business partners, and successful marketing ideas. Section III, "Career Development," includes planned activities for elementary through secondary and postsecondary school that allow learners to explore various career pathways in order to make informed career decisions. Section IV, "Skill Development," discusses how students develop skills for specific careers, including sections about the stakeholders in work-based learning, job shadowing, career awareness for educators, and tools for implementing work-based learning. Sample forms that can be used in development of work-based learning are provided. Section V, "Connecting Activities," identifies connecting and transitional activities, defines mentoring, supplies a mentoring application and forms needed for mentoring experiences, and provides information regarding nontraditional activities in work-based learning to increase nontraditional career awareness. Organizational and Internet web site resources are appended. (YLB)

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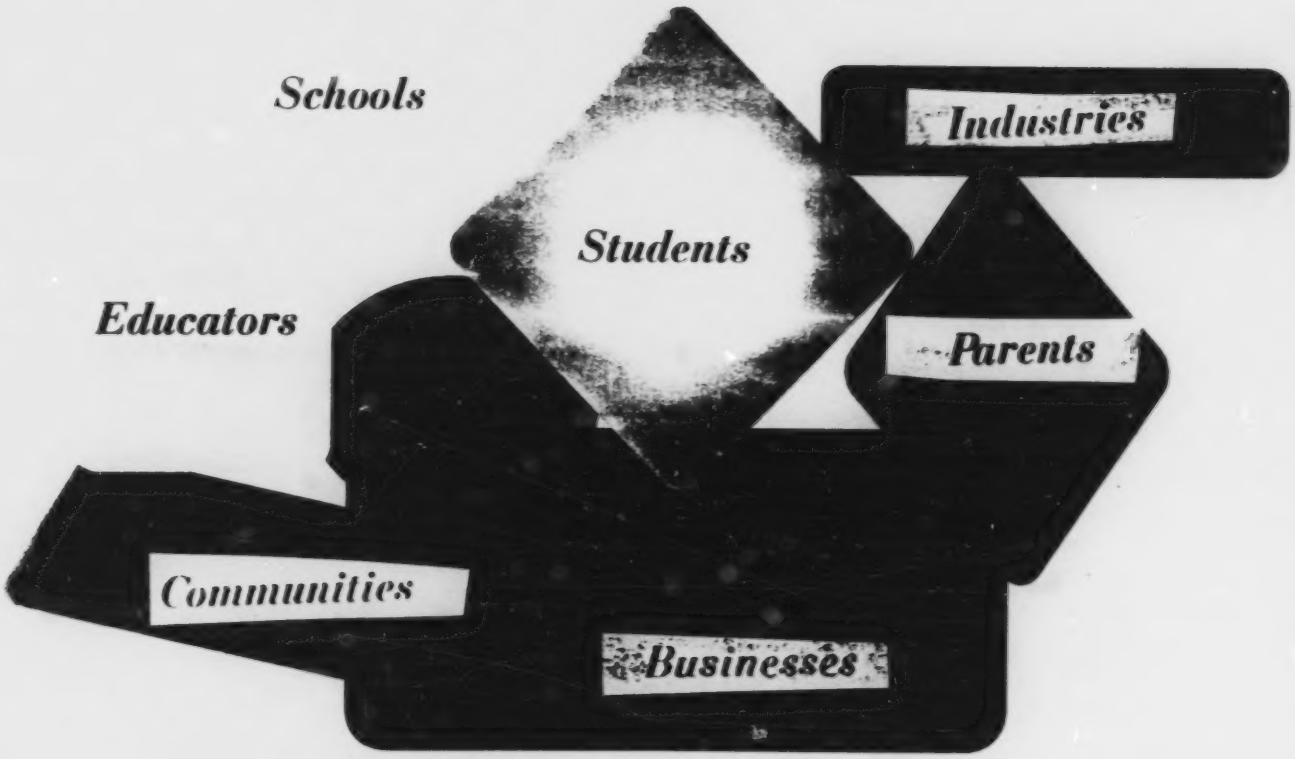

Work-Based Learning Development Handbook

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Work-Based Learning For All!

Work-Based Learning Development Handbook

Developed by the Illinois State Board of Education
in cooperation with England Associates Inc.
Business Education Training Consultants,
Paula Nachtrieb, Ed.S./Stacey Vore, M.S.

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Introduction to *Work-Based Learning for All!*

Work-Based Learning for All!

Introduction

There are many reasons for developing work-based learning in your school or community. To incorporate work-based learning experiences within the education process is to add relevance to what students are being asked to learn. Perhaps your community will be or already is experiencing large retirement rates within vital careers. Perhaps numerous businesses are struggling to find employees with the right skills needed to fulfill positions or because the changing workplace is demanding a new kind of employee: one with strong critical thinking and team-building skills, as well as technical knowledge and skill.

Whatever the reason, developing and implementing work-based learning can be exciting, rewarding, and can greatly benefit your community.

Of course, developing and implementing work-based learning involves much more than assessing your community's needs and developing partnerships. To develop and implement successful work-based learning, it is necessary to complete the following tasks:

- Assess Community Needs
- Develop Partnerships
- Develop Tools for Work-based Learning
- Communicate Objectives
- Be Perseverant
- Be Perceptive, Yet Diplomatic

About This Book

Work-Based Learning for All! is perfect for both novice and experienced educators. Beginning educators can find everything they need to know to develop and implement successful work-based learning. Experienced educators are challenged to shift their perspectives and take a fresh look at work-based learning—what's working for them and what's not and how to change what's not. *Work-Based Learning for All!* is full of useful information, tips, and ideas that any educator and business partner can use right away.

The good news is that the information you find within this handbook is firmly grounded in the real world. This book is not an abstract collection of theoretical information that sounds good but doesn't work when you put it to the test. The best information, the best strategies, and the best techniques for developing and implementing successful work-based learning experiences have been gathered from people who have previously and are presently in the world of work-based learning. This handbook is a toolbox full of road-tested solutions to most questions and challenges.

How This Handbook Is Organized

Although *Work-Based Learning for All!* is overflowing with useful advice and information, it is presented in an easy-access format.

Work-Based Learning for All! is divided into numerous sections. The chapters within each section cover specific topics in detail. The following is a summary of what you can find in each section:

Section I: What Is Work-Based Learning?

There are many definitions of work-based learning. This section considers what work-based learning is; presents a work-based learning continuum; relates the purpose of work-based learning; and demonstrates how work-based learning experiences meet the Illinois Learning Standards, Workplace Skills (SCANS), and Occupational Skill Standards.

Section II: Marketing

Marketing is an essential part of work-based learning. This section discusses assessment of need for work-based learning, recruitment of business partners, and successful marketing ideas. For example, a timeline/sample planning calendar for a luncheon, dinner, or other event is included.

Section III: Career Development

This section includes planned activities that allow learners to explore various career pathways in order to make informed career decisions. Career development activities can begin in elementary school and continue throughout secondary and postsecondary school.

Section IV: Skill Development

Skill Development work-based learning experiences are defined as planned activities that allow students to develop skills for a specific career in technical programs. This section discusses the stakeholders in work-based learning, job shadowing, and career awareness for educators. Sample forms are provided.

Section V: Connecting Activities

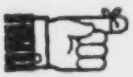
Connecting Activities are a large part of work-based learning. This section identifies mentoring, provides a mentoring application and supplies various forms needed for mentoring experiences. This section also provides information regarding nontraditional activities in work-based learning to increase nontraditional career awareness.

Icons Used in This Book

To guide you along the way and point out the information you really need to know about developing and implementing work-based learning, this handbook uses icons along its right margin. You will see the following icons in this handbook:

This icon points you to tips and ideas to use while developing work-based learning experiences.

Good advice to heed while developing work-based learning.



Remember this idea—it will benefit your work-based learning greatly.

This icon will alert you to areas that should be investigated in your community.

This handbook was developed by England Associates Inc., Business Education Training Consultants. Paula England Nachtrieb, Ed.S./Stacey R. Vore, M.S.

Section I

What Is Work-Based Learning?

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I didn't fail 1,000 times.
The light bulb was an invention with 1,001 steps.
—Edison

Chapter 1: Definition of Work-Based Learning

Work-based learning uses the school and the workplace as resources for students to learn about careers, reflect on their interests, set career goals, and develop the skills and knowledge needed for a productive future. It provides students with an opportunity to interact with adult workers, observe and ask questions about careers, do hands-on activities, and reflect on the skills and knowledge needed to lead fulfilling lives.

Work-based learning helps students understand the connection between school and living productive lives. At the core of our economic well-being is work, which gives structure and meaning to our lives.

The following work-based learning continuum identifies Career Development and Skill Development experiences, as well as activities that are a part of each work-based learning experience.

What Is Work-Based Learning?
Is Work-Based Learning for All Age Groups?
Yes!

Work-Based Learning Continuum

----------Career Development----------				Skill Development
Career Awareness		**Career Exploration/Orientation**		**Career Preparation**
Classroom Presenters	***Field Trip***	***Job Shadowing***	***Work-Site Experience***	***Extensive Work-Site Learning***
Invite members of the community to present information regarding their career. *Career Fair/ Career Day*	Tour a business and discuss career paths available in industry.	Provide work experience during which students observe employees in specific career paths. *Research Paper/ Project* *Career Interviews*	Provide work experience during which students spend time one-on-one with employees in a specific career path and do minimal hands-on activities. *Career Counseling*	Provide work experience during which students gain specific technical skills, college credits, and/or certification through hands-on learning closely integrated with school-based activities.

Each of the many types of work-based learning experiences requires different degrees of time, planning, and commitment. The further one moves along a continuum of work-based learning, the more intense the experience, the longer students spend at the work site, the greater the involvement of business and educators, the more opportunity there is to connect what happens at work with what happens at school, the more time business partners invest in mentoring students, and the greater the opportunity for students to assume responsibility for their own learning.

Purpose of Work-Based Learning

Regardless of the activities, work-based learning experiences must have purpose and reason for implementation. Partners who plan, develop, and implement work-based learning should follow these eight strategies:

1. Provide relevance and meaning to learning experiences.

   Probably the single major reason to incorporate work-based learning experiences within the education process is to add relevance to what students are being asked to learn. The more students see a reason for learning, the more they are likely to try to learn. Most adults realize that young people are not very interested in learning something that has little relevancy. The answers, "because I say so" or "it will be on the test" no longer suffice as they did 20 or 30 years ago when teachers were considered as unquestioned authorities.

   Work-based learning experiences are wonderful tools for helping young people see meaning in learning. As an example, a project related to a real work experience or visits to several businesses might provide the relevance needed to show the importance of good communication skills.

2. Provide hands-on application.

   Is there any concept, knowledge, or skill that everyone should learn for which there is no application? Most educators would agree that comprehension, retention, and transfer are three desirable outcomes of all learning experiences. National Assessment of Educational Progress (NAEP) results show that while most students can remember facts and solve routine textbook problems, they have difficulty interpreting an experiment, comprehending a text, or persuading an audience. They have difficulty progressing beyond the rote, factual level to think critically and creatively. They can't apply what they know spontaneously to solve ill-structured, ambiguous problems that require interpretation. It's not what students know, it's what they can do with what they know that counts.

   Work-based learning experiences can provide relevant, hands-on application of what is being taught. Performing projects in shops and labs or completing tasks and assignments in various job settings can provide meaningful applications for learning.

3. Provide contextual and integrated learning experiences.

   Contextual learning includes strategies that help students see how parts fit within the whole. Most work settings require the application of many skills and knowledge sets. Unfortunately, much of our education process is segmented and unrelated. Teachers deliver topics in sequential fashion but do not attempt to draw connections. According to Heidi Jacobs in her 1989 book, *Interdisciplinary Curriculum: Design and Implementation*, "Only in school do we have 43 minutes of math and 43 minutes of

English and 43 minutes of science. Outside of school we deal with problems and concerns in a flow of time that is not divided into knowledge fields."

Performing projects and tasks in occupational labs, in school-based enterprises or at job sites gives students the best opportunity to integrate knowledge and skills and to see how they relate to the bigger concept.

4. Provide connections between school and work.

America's Choice: High Skills or Low Wages!, a pivotal 1990 report on the need for education reform, notes the condition that too often exists: "[T]he lack of any clear, direct connection between education and career opportunities for most young people is one of the most devastating aspects of the existing system." This continued lack of connection throughout the education process has caused very capable individuals to drop out of school just because they do not see how it will help them in their lives. And there are more college dropouts than high school dropouts. About half of those who start college do not finish. While there are many factors that influence this dropout rate, not seeing any connection to real life no doubt is a major factor.

Students who experience work-based learning activities that parallel their education have a greater opportunity to see the connection. Mentors at school and in the workplace help emphasize the connection. Classroom teachers also can contribute by emphasizing the connection between how it is taught and how it relates to the career majors of their students.

5. Provide career awareness and exploration.

One of the major missing components of our current education process is career guidance—especially at the elementary level. Ideally, career awareness, career exploration, and counseling should begin at the earliest possible age but no later than the 7th grade. Students cannot make meaningful career choices at any age without adequate prior career awareness information and exploration. Even university students find that it is difficult to make career choices if they do not get adequate career information and exploration. The findings of the College Needs Assessment Survey reflect that more than 60% of undergraduates rate the need for more career information among their top four educational and personal priorities. The fact that seniors had just as great a need to learn more about careers as freshmen suggests they are not getting the information.

> Until young people have observed and worked with carpenters, lawyers, plumbers, medical doctors, teachers, engineers, and bulldozer drivers, how can they know if any of these careers are the appropriate fields through which they would like to make their living?

6. Provide opportunities to learn relevant employability skills and understand what employers want.

Many employers say young people do not seem to grasp the importance of the skills they need to be successful in the modern workplace. During a personal interview, educator Curtis Miles stated, "if young people are going to fit into a high performance workplace, they must have pertinent academic knowledge and technical skills and know how to adapt to change, listen, work in teams, solve problems, take responsibility, deal with others, act motivated, calculate, communicate, concentrate, learn to be dependable, take risks, handle stress, think reflectively, read effectively, lead, persist, manage goals, manage time, act ethically, act confidently, use systems, and be independent."

7. Provide specific career preparation and job-specific skills.

It would be unthinkable for a university medical program to operate in isolation from medical facilities. The same philosophy should apply to all high school, community college, and university programs that aim to prepare the carpenters, engineers, machinists, lawyers, teachers, and electronic technicians of the future.

Schools alone cannot effectively provide students with the necessary combination of academic, technical, and social skills; they need the support and cooperation of the business community. In forming a partnership, teachers and business partners can create learning opportunities that expose young people to the skills, experiences, and attitudes essential to succeed in today's economy.

When thoughtfully planned and carefully structured, work-based learning is an effective way for students to assess their interests and set personal and career goals as they build academic and technical skills that prepare them for the challenges of a rapidly changing world.

8. Strengthen our nation's economy.

By the year 2000, 20% of all jobs will require at least a bachelor's degree, 15% will be unskilled, and 65% will require more than high school education. – *U.S. Bureau of Labor Statistics*

Fact: Sixty-one percent of work-based learning students enter some form of postsecondary education and about half enter four-year colleges. "Vocational Education: Myth and Realities," *Vocational Education Journal*, 1993

American workers with high skills are thriving in today's competitive workforce. However, those without a high school or college degree have suffered large and sustained declines in real income. – *Competitiveness Index*, 1996

Chapter 2: Fundamental Components of Work-Based Learning

There are three fundamental components of work-based learning:

1. Career Development
2. Skill Development
3. Connecting Activities

Career Development includes planned activities that allow students to explore various career pathways in order to make informed career decisions. Career development activities can begin in elementary school and continue throughout secondary and postsecondary school.

Skill Development incorporates activities that allow students to develop skills for a specific career in technical areas. Skill development activities usually begin at the middle school level and continue throughout secondary and postsecondary school.

Connecting Activities include activities such as mentoring, credentialing, and teacher externships. Connecting activities can begin at the elementary level and continue throughout secondary and postsecondary school.

Each of the above fundamental components have a separate section in this handbook. For more detailed information regarding career development, skill development, and/or connecting activities, please see the respective section. Each section will provide activities, forms, and ideas for developing the fundamental components of work-based learning.

While it is important that all work-based learning experiences include all or part of the fundamental components listed, it is especially important that work-based learning experiences are developed for all students.

Before determining what career path the work-based learning experiences will focus on, it is important to understand the advantages work-based learning will provide students, parents, the community, and schools. The following is a list of advantages for everyone involved in work-based learning.

Student Advantages

- Become better informed consumers and better future employees
- Understand how basic skills are used in careers
- Learn about career choices
- Receive enrichment beyond the capacity of school curriculum
- Learn about the free enterprise system
- Gain valuable adult role models
- Interact with working adults to better understand demands of different careers
- Explore a wider range of occupations

Parent Advantages

- Gain a comprehensive understanding of career-related information and resources
- Become better informed about their children's career and educational options
- Interact purposefully with their children to influence better career and educational planning

Educator and School Advantages

- Improve curriculum by incorporating real-world experiences into the academic curriculum
- Become aware of the gaps between expectations of business and the skill competencies of their students
- Gain expertise that helps provide up-to-date instruction
- Become aware of business needs
- Be challenged by new ideas
- Receive support and recognition for their efforts from the community

Community Advantages

- Enhance community stability with a better-prepared workforce
- Contribute to higher, more stable employment
- Promote a healthier economic climate
- Become involved in the raising of its children

Remember that work-based learning experiences are for **all students**. It is important to understand nontraditional issues and how the development of work-based learning experiences must meet the needs of all students.

Students with diverse backgrounds—young men and women of different race, culture, ethnicity, and learning style—participate in work-based learning. The following are some suggestions to ensure equity for the students who are participating in work-based learning.

- **Recognize** cultural differences. It is important to be aware of and knowledgeable about cultural differences of the students who participate in work-based learning.
- **Consider** the individual needs of students. Work-based learning experiences should be sensitive to the individual needs of particular groups of students who have historically received differential treatment. These groups include female students, those with disabilities, those who speak English as a second language, and teen parents.
- **Provide** opportunities for students to explore nontraditional occupations. There are a variety of sources of biases—television, peers, relatives, and popular opinion—that influence students' self-perceptions. Part of the purpose of work-based learning is for

students to test how they see themselves and to challenge their assumptions about what they think they would enjoy doing as a career. Work-based learning experiences, whenever possible, should make students aware of nontraditional occupations for their gender and provide students with mentors, supervisors, or hosts who represent adults working in nontraditional roles.

> Over the ages great thinkers have advised us to look within for direction, but most people don't listen. We get little social reinforcement for doing the things we really want to do. We usually get approval only for doing what others—including teachers, parents and peers, expect of us. Many of us think it's impossible to accomplish what we really want. We relegate our fantasies to the realm of "if only." If we pass this way of thinking on to our students, we will rob them of their greatest advantage in today's job market. In the face of a tight economy, nothing is more practical than living ones dream, because the energy that comes from desire and well-placed skills is very appealing to employers.—Barkley, 1993

Chapter 3: How Work-Based Learning Experiences Meet the . . .
Illinois Learning Standards
Workplace Skills (SCANS)
Illinois Occupational Skill Standards

Illinois Learning Standards

Workplace preparation is an important purpose of schooling. The Illinois Learning Standards incorporate knowledge and skills that will help enable students to be successful in the workplace of their choice, as well as in their roles as citizens, family members, and participants in our society. The Illinois Learning Standards also create opportunities to integrate the academics and workplace knowledge and skills and learning opportunities to enhance students' ability to see connections between what is learned and practical applications of that learning. (Philosophy behind the Illinois Learning Standards, July 1997)

The Illinois Learning Standards framework is divided into seven learning areas:

1. English/Language Arts
2. Mathematics
3. Science
4. Social Science
5. Physical Development and Health
6. Fine Arts
7. Foreign Language (advisory standards)

Illinois Learning Standards discuss "Applications of Learning" in which the following five crossdisciplinary abilities are applied to the learning areas:

1. Solving Problems
2. Communicating
3. Using Technology
4. Working on Teams
5. Making Connections

Work-based learning activities are industry/cluster career specific. For example, a Certified Nurse's Aide Work-Based Learning experience focuses on the Physical Development and Health Learning Area of the Illinois Learning Standards. By incorporating various work-based learning activities, the experience will also meet all five crossdisciplinary abilities as listed by the Illinois Learning Standards. More examples are on the following page.

The following diagram matches the Illinois Learning Standards' crossdisciplinary abilities with work-based learning competencies:

Illinois Learning Standards	Work-Based Learning
1. *Solving Problems* Recognize and investigate problems: formulate and propose solutions supported by reason and evidence.	1. *Problem-Solving Skills* Work-based learning experiences emphasize real-world problems in the workplace. Students participate with their business partner and begin formulating and proposing solutions to real, everyday challenges.
2. *Communicating* Express and interpret information and ideas.	2. *Communication Skills* Work-based learning experiences teach communication skills through presentations, journal writing, and everyday experiences at the workplace. Work-based learning provides real experiences for the development of communication skills.
3. *Using Technology* Use appropriate instruments, electronic equipment, computers, and networks to access information, process ideas, and communicate results.	3. *Technology Exposure* Work-based learning can provide experiences for students involving technology that business partners use in the workplace. Business partners in work-based learning can keep pace with technology and its expense more easily than most schools.
4. *Working on Teams* Learn and contribute productively as individuals and as members of groups.	4. *Teamwork* Businesses are primarily teamwork-oriented. Students in work-based learning will have the opportunity to observe how productive teamwork can be in the workplace and experience being a team member.
5. *Making Connections* Recognize and apply connections of important information and ideas within and among learning areas.	5. *Connecting Activities* Work-based learning experiences provide students with career development and skill development. Work-based learning experiences connect academic learning with workplace readiness.

Workplace Skills—Secretary's Commission on Achieving Necessary Skills (SCANS)—February 1990

The skills identified by SCANS include three foundations:

1. Basic Skills
2. Thinking Skills
3. Personal Qualities

The following chart illustrates how work-based learning experiences meet the three SCANS foundations.

3 Foundations	SCANS	Work-Based Learning Experience
Basic Skills	• Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules • Writing – Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts • Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques • Listening – receives, attends to, interprets, and responds to verbal messages and other cues • Speaking – organizes ideas and communicates orally	• Builds on the basic skills and literacies needed for productive careers and family life through curriculum-related activities and state and nationally sponsored competency-based competitive events
Thinking Skills	• Creative Thinking – generates new ideas • Decisionmaking – acknowledges specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative • Problem Solving – recognizes problems and devises and implements plan of action • Seeing Things in the Mind's Eye – organizes; processes symbols, pictures, graphs, objects, and other information • Knowing How To Learn – uses efficient learning techniques to acquire and apply new knowledge and skills • Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem	• Enhances personal skill development through student-centered leadership, scholarly pursuit, critical thinking, problem solving, and creativity • Motivates students to learn by reinforcing classroom instruction based on real-life applications • Develops decisionmaking, creative thinking, and problem-solving skills through individual, team, and chapter activities
Personal Qualities	• Responsibility – exerts a high level of effort and perseveres towards goal attainment • Self-Esteem – believes in own self-worth and maintains a positive view of self • Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings • Self-Management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control • Integrity/Honesty – chooses ethical courses of action	• Provides economic empowerment through development of a positive work ethic • Develops desirable work habits and attitudes, including an appreciation for the value of work • Motivates students to achieve excellence in the pursuit of personal and career goals by recognizing their achievement • Enhances student self-esteem and self-confidence

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Illinois Occupational Skill Standards

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) was created by legislation in 1992 to establish occupational skill standards and credentialing systems for Illinois.

This nine-member council appointed from business, industry, and labor communities works with business, industry, and labor associations; employees; and state workforce preparation agencies to define what workers should know and be able to do to get and keep a specific job. Skill standards specify the performance levels workers need to earn industry-recognized credentials.

How Skill Standards Benefit Business Partners, Educators, and Work-Based Learning.

Skill standards will save **business partners** money in terms of on the job training and create better future employees. Business partners will be able to focus their training and reduce training costs. Skill standards will boost quality and productivity, create a more flexible workforce, improve employee retention and supplier performance, and enlarge the pool of skilled workers.

Skill standards will help **educators** develop curriculum and work-based learning experiences to better prepare students for careers. Skill standards will help educators keep abreast of a rapidly changing workplace so they can provide students with better career advice. Strengthening the relationship between schools and local businesses will give educators up-to-date information about industry needs.

Skill standards will benefit **work-based learning** experiences by strengthening community partnerships and involving input from business, industry, and education. Skill standards will also assist in the development of training plans, training agreements, and criteria forms associated with work-based learning.

Work-based learning uses the school and the workplace as resources for students to learn about careers, reflect on their interests, set career goals, and develop the skills and knowledge needed for a productive future.

Illinois Occupational Skill Standards provide the foundation for all work-based learning experiences.

For more information regarding the Illinois Learning Standards, Workplace Skills (SCANS), and the Illinois Occupational Skill Standards, please see <www.isbe.state.il.us/etc/skill.htm>.

Section II

Marketing

Chapter 1: Assessment of Need/Understanding Your Community II-1

Chapter 2: Recruiting Businesses To Participate in Work-Based Learning: Building Bridges II-3

Chapter 3: Marketing Activities II-13

Chapter 1: Assessment of Need—Understanding Your Community

It is essential to understand your community and the educational needs of your students before developing work-based learning experiences. Assessing the need of your community requires effort and planning and can determine the success of work-based learning. Some ideas on assessing your community's needs are listed below:

- Conduct focus groups and surveys with people in the community to understand the need for work-based learning.
  - Initiate conversations to understand baseline attitudes toward work-based learning.
  - Reorganize focus groups to test reactions to planned initiatives and work-based learning.
- Produce prototype marketing materials.
  - Develop brochures, flyers, news clips, and media kits about potential work-based learning experiences.
  - Analyze feedback.
- Target materials and presentations to schools, businesses, students, parents, and the community. Take advantage of existing marketing tools and resources where possible. Receiving information from a variety of sources will benefit work-based learning immensely.
- Use actual experiences and examples in marketing whenever possible. Perhaps employee shortages or retirement rates in your community need to be addressed.
- Promote the power of peer learning and peer recruitment. Let students talk to other students and find out where their interests are. For example, allowing students that are currently in work-based learning experiences recruit other students during school assemblies.
- Be clear and precise when explaining work-based learning experiences to any audience. Before an audience can give you ideas, they must clearly understand what work-based learning is.
- Stress that work-based learning improves education and career prospects by combining learning by doing, adult mentorship, and career counseling.
- Build inclusive partnerships at the local/region and state levels. Support from these levels, financial and otherwise, is greatly needed.
- Recruit service groups who have as part of their chapter a vested interest in career orientation—for example, the International Association of Administrative Professionals.

Chapter 2: Recruiting Businesses To Participate in Work-Based Learning: Building Bridges

Attitude is everything when recruiting business partners.

We can think negatively . . .

- The public has lost confidence in the educational system.
- Policy leaders are ignoring education.
- Education has limited financial resources to support system change.
- Societal problems, including drug abuse, are insurmountable obstacles.

Or we can think positively . . .

- Education reform is achievable.
- The environment is right for restructuring.
- The time is right to change the way to educate students.
- The time is right to make the leap to education for the next century.

Thinking positively is necessary for strong relationships to be built between business and education. Providing accurate information to business regarding education is an easy way to be positive! For example, make a list of new and creative activities that your school is developing. Discuss your students academic success stories. Invite a business partner to an assembly or a football game to get in the school spirit! Call on past graduates for their support. Sell your school positively and positive results will follow.

While recruiting business partners it is essential to have a positive attitude and an idea of "Who To Call." Although personal friends or contacts may be the first step in opening business partners' doors, it is necessary to initially contact the "right" person. The right person is someone who can make decisions regarding work-based learning involvement and who can productively assist in the development of work-based learning experiences. The following chart will assist when beginning recruitment of business partners.

Who To Call?

Calling on businesses can be a tedious, sometimes frustrating task. The first step—finding an appropriate and responsive contact—can be the hardest. The following graph can help you make sure you are calling the right person.

Education Liaison	Business Contact
Type 1: Policy • Superintendent • Board of Education	• Chief Executive Officer • Executive staff • Association leadership • Labor leadership
Type 2: Systemic Educational Improvement • Superintendent • Board of Education	• Chief Executive Officer • Executive staff • Association leadership • Labor leadership
Type 3: Management • Superintendent • Board of Education • Principal/Director	• Business Manager • Executive staff • Association leadership • Labor leadership
Type 4: Teacher Training and Development • Principal/Director • Vocational Supervisor • Tech Prep Coordinator • Academic and vocational teachers	• Mid-Managers • Specialists, technicians • Association representatives
Type 5: Classroom • Vocational Supervisors • Job Placement Coordinator • Career Education Coordinator • School-to-Work Coordinator • Counselors • Academic and vocational teachers	• Individual employees • Association members • Members of Labor Unions

Tip: Prepare a phone conversation script that has all of the information you will need to give a business partner. For example, introduce yourself and ask for some time to discuss work-based learning. Explain the needs of work-based learning clearly and concisely. Emphasize the benefits of participation. When preparing your script, pretend that you are the business partner. What would you want to know first? Liability? Time commitment? Paperwork? Costs? What would make you listen to what you have to say? Concern for the well-being of young people? Benefits for the company? Solicit questions and immediate concerns from the business partner. If possible, set up a meeting time for further discussion. Confirm arrangements by letter or phone call.

Once you have reached the right person in the business, it is important to schedule a face to face meeting with them. Phone calls recruiting business partners are generally not very successful. Actually meeting with the potential business partner has been proven to be the most effective recruitment tool.

Where should the meeting take place? This is a great question and one that does not necessarily have just one answer. Perhaps the business partner would like to visit your school for the meeting. If this is the case, go for it! This will give you the opportunity to showcase your school immediately! The business partner might also like to meet at a local coffee shop. This is a great idea too! Being out of the office assures the business partner will be focused on what you have to say. Meeting at the business person's office is a good choice, also, because it will give you the chance to see the business up close. Where you decide to meet is up to you. Being prepared wherever you meet is **essential**. The following list will help you be prepared for the inevitable question: **Why should I get involved?**

When Business Partners Ask "Why?"

One of the first things a potential business partner will want to know is "What are the pressing reasons for me to be involved in education now?" With this list, you'll be prepared.

1. **Business is education's largest consumer.** Many high school graduates go directly to the workforce. Educators need to know their business "customers," value their knowledge, and respond quickly to their needs.
2. **Business and industry personnel have expertise that can be incorporated into the educational system.** The global economy is a reality. Educators need to understand free markets, global economies, international competition, and emerging philosophies of business management to prepare their students for success in the workforce.
3. **Business and education need to develop a mutual understanding of what each other does.** Education needs to become a greater part of the world of work by internalizing and modeling the philosophies of business leadership and best practices (e.g., teamwork, problem solving) used throughout industry. Business needs to develop an understanding of education's structure and ideals.
4. **The success of individual students depends on the involvement of all.** Research shows that student achievement increases with greater involvement of the community. Developing educational partnerships is one way to increase involvement.

When Business Partners Ask, "How Can We Get Involved?"

Business partners can get involved in work-based learning in many ways. Some begin with an experience that requires a minimum of time and effort, while others prefer to begin by working closely with educators and students in designing a long-term, fully integrated experience. Interestingly, most business partners who start with a moderate level of activity often expand their commitment as they recognize the benefits of work-based learning to young people as well as to their own workplace.

There is no one right way to become involved with work-based learning. What is appropriate depends entirely on the business partner's interests and how those interests change or stay the same over time. Assessing the business partner's participation can be done through the Business Partner Initial Acquaintance Form.

The following Business Partner Initial Acquaintance Form can be used on your first visit to a potential business partner. This form will assist with understanding needs of the business for future growth and stability. For example, one question on the form is, "What are the skills employees will need in five years?" (Workforce of the future—students!) This question is a great lead into explaining work-based learning participation and how the business partner can benefit.

Business Partner Initial Acquaintance Form

Business _____ Contact _____
Address _____ Phone _____
_____ Date of Visit _____

Management/Human Resources Questions

Primary products/services: _____

What personal attributes and technical skills should a person possess? _____

_____

How do you announce employment openings/recruitment notices? _____

_____

What kind of pre-screening do you do? (education/experience/other) _____

_____

What type of interviewing do you do? (one-on-one/team interviews/other) _____

_____

What are the occupation titles within your workforce? _____

_____

What are the skills employees will need in five years? (workforce of the future) _____

_____

What type of re-training do you do? (employee basic skills retraining program) _____

_____

What percentage of your workforce has a four-year college degree? _____ 2 year? _____
High school diploma only? _____ No high school diploma? _____

What kind of accommodations do you make for people with disabilities?

_____

What is the role of employee organizations/unions within your company? _____

_____

Does your company conduct drug testing? _____ (If yes, random or mandatory?) _____
Does your company offer a tuition reimbursement program? _____ Yes _____ No

Work-Based Learning Opportunities

Indicate the work-based learning activities in which you would be willing to participate:

_____ Host tours for students
_____ Provide job shadowing opportunities
_____ Provide educator externships
_____ Provide employees who will mentor students
_____ Provide speakers
_____ Provide student internships
_____ Visit our schools
_____ Apprenticeships

Additional Questions for Supervisors:

What would you recommend we do to teach the work ethic? _____

_____

What is the one thing you wish we would teach our students? _____

_____

What is the most valuable skill an employee can bring to your department and why is that skill so valuable? _____

_____

What processes have become obsolete in the last couple of years? In your opinion, what do we no longer need to teach? _____

_____

Business Contact Person:

Job title/how long on job?

What do you like the most about your job? _____

_____

What do you like the least about your job? _____

_____

How did you choose this particular line of work? _____

_____

What classes have been the most helpful for your career? (high school, college, training program)

_____

What would be a problem that you face in your daily work? How would you solve it?

_____

Knowing what you know now, what do you wish you would have paid more attention to while you were still in school? _____

_____

Please give examples of communications skills, math skills, science skills, and technical skills that you use on the job? _____

_____

_____

_____

Once you have answered **Why** a business partner should get involved in work-based learning, it will be necessary to answer—**How** will my involvement affect my business directly?

For example, business participation in work-based learning will affect business directly by . . .

- **Lowering training costs.** Since the students have had supervised work-based learning experience this enables businesses to reduce the amount of training that new employees need when they start work. Businesses are also offered an Illinois Tax Credit for their participation.
- **Providing more productive employees**. Because of the education and experience they receive through hands-on, applied academics courses, internships, and job shadowing, new employees hired through such experiences are ready to contribute the day they are hired.
- **Lowering employee turnover.** Work-based learning leads to realistic job expectations and helps to ensure the right fit for the job, both for the employee and the company. Additionally, the pre-established relationship developed during work-based learning helps instill a commitment between the employee and the company.
- **Improving pre-employment evaluation.** There is no better way to evaluate prospective employees than through work-based learning. A business can observe a potential employee performing actual work at the actual work site.
- **Improving high school and college curricula.** Work-based learning and other partnerships with the educational community give businesses an avenue to influence both high school and college curricula. Through these collaborative efforts with the educational community and other industry representatives, businesses can help develop specific standards covering not only technical skills, but also "soft" skills such as the ability to work in teams and communicate effectively.
- **Increasing morale.** Work-based learning experiences expose young people to the work environment and to specific skill training. These experiences also show them that the company is willing to invest in them. Consequently, students have greater confidence in their abilities and in their relationship to the business, which leads to higher morale.
- **Improving community service.** Contributions to the community and to people's quality of life may be difficult to measure, at least in terms of dollars and cents. An experience that reaches students who might otherwise drop out of school clearly benefits the community. Work-based learning may provide that service.

Small Business Partner Recruitment

Here are some tips to use while approaching and working with small business partners.

- To recruit more small business partners, pick up the phone, or walk around the neighborhood and ask for their participation. Some are not even aware that their

participation in work-based learning is wanted and needed. Others may think work-based learning is too complicated or burdensome to become involved.

- Don't underestimate the value of appealing to their desire to do something good for the community by getting actively involved in school activities.
- Once a business has signed up, go to the work site and get to know the business and its people. This will help you make better matches between mentors and students. When small businesses are involved, it is nice to get to know all of the employees, if possible.
- Make sure the work site is a safe and positive place for students. Trust your own initial reaction. If you wouldn't care to spend a semester there, neither would a student. Small businesses must comply with safety regulations as equally as big business. Make sure this is a safe place for students.
- Promote the small businesses services with students. They are very likely to pass on information to other students and, as the saying goes, word of mouth is a great way to market!
- Publicly acknowledge the business partners who participate in your work-based learning experiences. Once you have recruited a small business, your chances of recruiting more business increases. Take advantage of this opportunity!
- Do something special once a year. An end-of-the-year dinner, for instance, can help cement good relationships and is a meaningful and enjoyable way to recognize business partners. Invite all business partners, big and small.

Once a business partner has committed to work-based learning, it is essentially specific employees who will participate. Therefore, recruiting work-site staff is necessary!

Dedicated mentors/employees are essential to successful work-based learning experiences. Department supervisors and staff may have misgivings about getting involved in work-based learning, anticipating the demands placed on their time. Address their concerns while highlighting the personal and professional rewards of providing guidance to students.

Recruiting Mentors at the Work Site

- **Use peer-to-peer recruitment.** Build a cadre of staff who are committed to education and enlist their help in recruiting their peers. Prospective mentors will be more receptive to work-based learning when information comes from respected colleagues.
- **Review *Illinois Workplace Mentor Training Resource Manual 1997* for training ideas and activities.**
- **Encourage upper-level management to sell work-based learning.** Secure CEO endorsement and enlist human resources development staff to make a presentation to department supervisors. This will send the message that work-based learning is highly valued and integrated within the company's overall human resources strategy.
- **Address key questions and concerns.** Taking on the role of a mentor means changing the way department supervisors and staff do their work. Work with the CEO or human

resources department to answer questions about job security, liability, and potential impact on productivity.

- **Clarify roles and responsibilities.** Mentors must commit significant time and energy to work-based learning. Clarifying roles and responsibilities and the ways in which mentor participation supports the goals of the company can help recruit work-site staff mentors.
- **Build in support systems.** Mentors need orientation and support to work effectively with students and to structure quality work-based learning experiences. Utilize the *Illinois Workplace Mentor Training Resource Manual 1997*.
- **Reward employees for their participation.** Formally recognize employees' participation in work-based learning through newsletters, lunch table presentations, seminars, and/or personal thank-you letters.

Chapter 3: Marketing Activities

Marketing Work-Based Learning Is Necessary Year-Round!

How many people do you think would buy Fords, Heinz catsup, or Levi's jeans if they were reminded only once or twice a year what fine products these are? The public is notoriously fickle, and "out of sight, out of mind" is as true for educational experiences as for any commercial item.

The wonderful advantages that work-based learning offers every student and the business community need to be kept before the public, not just on special occasions but every day. The more positive references people hear, the better your image and the greater your public support.

Here are some marketing activities for work-based learning year-round. Detailed explanations of each marketing activity will follow.

1. Developing Work-Based Learning Fairs
2. Advertising in school publications and in the local media
3. Recruiting students using business partners and graduates of work-based learning experiences
4. Handing out attractive brochures and fact sheets about work-based learning experiences
5. Holding contests and appreciation/recognition activities
6. Participating in essay contests on the topic of career preparation
7. Sponsoring regional or statewide contests
8. Creating publications and surveys
9. Designing unusual/just-for-fun activities
10. Scheduling an open house/school tour
11. Coordinating a luncheon, dinner, or other event
12. Preparing news releases
13. Creating the perfect newsletter

1. Developing Work-Based Learning Fairs

A Work-Based Learning Fair can attract high school and college students. With an increasing emphasis on Education-to-Careers transitions, a fair provides a great chance to get results. Your goals should include the following:

- Giving young people and their parents the opportunity to get information about a variety of work-based learning experiences currently available.
- Helping people (especially parents) understand that many good careers require less than a four-year degree. There is a high demand for people with technical degrees.

- Making people aware that the path to success in many careers of the future begins at your school.

Tip: You can hold your Work-Based Learning Fair in your school gym, but attendance will undoubtedly be greater if you can secure space in a popular mall on a Friday night and Saturday. (It's important to have both day and evening hours.) Prior to the actual event, you may want to provide assistance to students in preparing résumés and role-playing job interviews.

Target Audiences: Students . . . Parents . . . Business Partners

The forms on the following pages show the process for planning a Work-Based Learning Fair. It is important that the fair be structured and organized to ensure that it is a valuable experience for students, parents, and participating business partner representatives.

The sample forms include a letter to area counselors/teachers and an informational packet.

Sample Letter to Area Schools

Dear Counselor/Teacher:

Thank you for your interest and dedication in working with today's youth. As you know, preparing young people for the future is a serious responsibility. Your students are our future doctors, educators, political leaders, computer experts, and employees in career areas that we cannot imagine today.

The enclosed packet of information has been designed to assist you in preparing your students to attend the Work-Based Learning Fair. Involving your students in some pre-career fair activities should help them become more focused and ready to utilize the excellent resources available to them at the event. Our hope is that the information students receive at the Work-Based Learning Fair will reinforce lessons that you have taught and will assist them in making immediate and long-term decisions about their goals and future careers.

Also enclosed in the packet are student and teacher/counselor evaluation forms.

As you assist students in completing the activities, please consider the objectives of the fair. Students will . . .

- Explore their career interests.
- View career role models.
- Become aware of the diversity of jobs available.
- Become aware of appropriate school courses to support their career choice.
- Become aware of various uses of technology in the workplace.

Without your support there would be no Work-Based Learning Fair. It is up to you to prepare your students to make the best use of the information they receive and provide the necessary follow-up to better enable students to fully comprehend their work-based learning experiences.

Sincerely,

Work-Based Learning Coordinator

Sample

Work-Based Learning Fair

Building Skills for the Future

Informational Packet

Date:

Time:

Location:

Packet Contents

Checklist of To Do's – Before, during, and after the Work-Based Learning Fair.

Map of Work-Based Learning Fair Location/Grounds – Includes student loading and unloading and parking instructions. (Remember to include in packet; sample is not provided.)

Sample Questionnaire for Students To Use at the Work-Based Learning Fair – You may use this sheet as an assignment guide for your students while at the Work-Based Learning Fair or you may use this to help students prepare their own relevant questions ahead of time to ask at the fair.

Sample Parent Letter – Sample letter to be sent to parents/guardian prior to the Work-Based Learning Fair explaining the purpose of the fair and inviting them to participate.

Sample News Release – To be sent to your local newspaper. Please edit and use as you wish.

Student Evaluation Form – The student evaluation form should be completed as a class or group activity. Tabulate student "votes" (answers) and write the total for each question or list the most frequent answers in the space provided on the evaluation form. It is imperative that we receive your students' evaluation information from you.

Counselor/Teacher and/or Sponsor Evaluation Form – The evaluation form should be completed individually. Include your recommendations! Please send all completed evaluation forms by _____ (Date) to (Work-Based Learning Coordinator address).

Work-Based Learning Fair
Checklist of To Do's Before, During, and After the Fair

Date:
Location:

- The Work-Based Learning Fair will open at _____ (time).
- Allow approximately 1½ hours for your group to visit the Work-Based Learning Fair.

Teachers/Counselors – To Do's Before the Work-Based Learning Fair

_____ Confirm group numbers and schedule your time of arrival to the fair.
Please provide the following:
School name: _____ Your name: _____ Phone #: _____
1st Time Choice: Arrive at _____
2nd Time Choice: Arrive at _____

_____ Arrange bus transportation.

_____ Arrange and orient chaperones for Work-Based Learning Fair. Invite parents to participate.

_____ Send letter of information to parents (see enclosed sample).

_____ Publicize this activity to local media (see enclosed news release sample).

_____ Prepare name tags for your students and sponsors to wear at the Work-Based Learning Fair.

Suggested To Do's with Your Students Before the Work-Based Learning Fair

_____ Refer to Career Interest Inventories taken by students (current or in the past).

_____ Utilize career information resources.

_____ Provide Work-Based Learning Fair information to the students, including career representatives at the fair.

_____ Help students choose and prepare for at least four to six interviews with career representatives during the fair.

_____ Assign projects to students using pre-or post-Work-Based Learning Fair information.

During the Fair To Do's

_____ Make sure students come with their interview sheets or paper and writing instruments.

_____ Students and sponsors wear name tags including their school's name.

_____ Bring camera and film to take photos for school and local papers.

_____ Teachers and chaperones must supervise students so there is an orderly progression to booths/cluster areas.

_____ Inform students of a meeting point and their departure time.

_____ Complete student evaluations and submit.

_____ Return Teacher/Counselor/Sponsor evaluation forms.

Work-Based Learning Fair
Sample Student Questionnaire

Student name: _____

Occupational title(s): _____

Career cluster

___ Arts & Communication ___ Business, Management & Technology ___ Health Services
___ Human Services ___ Industrial & Engineering Technology ___ Natural Resources & Agriculture

Career representative's name: _____

Company or organization they work for: _____

1. What basic skills are needed for the occupation(s) noted above?

2. Training/Education required:

___ High school ___ 2-yr degree ___ 4-yr degree ___ Internship/Apprenticeship ___ On the job

Based on the answer to #2, follow-up questions might include . . .

Do you consider a GED to be equivalent to a high school diploma?
What high school courses would be most beneficial for me to take?
Are there postsecondary education programs that you would recommend?

3. How does the educational level affect salary?

4. Is on-the-job training provided? Is this paid for by the company?

5. Is there opportunity for advancement?

6. What other related career occupations appear favorable for the future?

7. What career areas could be phased out or drastically changed?

8. Other questions I have or pertinent information to note:

Work-Based Learning Fair
Sample Parent Letter

Parents: We need your help in making the Work-Based Learning Fair a valuable learning experience for your son or daughter.

On _____ your son or daughter, along with other 9th-12th grade students will visit the Work-Based Learning Fair held at _____.

Objectives of the Work-Based Learning Fair are to enable students to . . .

- Explore various career interests.
- View career role models.
- Become aware of the diversity of jobs available.
- Become aware of appropriate school courses to support their career choice.
- Become aware of various uses to technology in the workplace.

Students will participate in some pre-career fair planning activities at school. We want to help make the Work-Based Learning Fair a worthwhile activity to participate in, and we'd like students to be prepared ahead of time.

How Can You Help Your Child Prepare for the Event?

- Encourage your son or daughter to take the day seriously—to treat the experience as an opportunity to prepare for the future.
- After your son or daughter has completed the pre-fair activities at school, encourage him or her to discuss which careers seem most interesting. Do not try to change your son or daughter's mind or discourage interest in a specific career area. After all, one of the goals of the day is for students to *explore* career areas.
- After the fair, listen to your son or daughter's experiences and discoveries.
- Encourage your son or daughter to explore career interests further. Students may do this by checking out books from the library, visiting work sites, or writing professional or labor organizations.
- You may wish to attend the Work-Based Learning Fair with your son or daughter's class or attend after school hours with your son or daughter (open until 6:00 p.m.).
- You may wish to volunteer to visit your son or daughter's school and discuss your career area with students.
- Let your son or daughter know that you appreciate and are willing to assist his or her effort to learn as much as possible to prepare for the future.

Work-Based Learning Fair
Sample News Release

Teachers and students from _____ High School plan to attend a Work-Based Learning Fair in _____ on _____.

An estimated _____ students from _____ will be participating in the second annual Work-Based Learning Fair at _____ _____. The purpose of the event is for students to explore their career interests; observe career role models demonstrating their jobs; recognize the diversity of jobs; and become aware of educational preparation, skills, and training required in various career options.

Approximately 70 area businesses, industries and professionals will provide an opportunity for students to learn more about careers in the fields of Arts and Communication; Business, Management, and Technology; Health Services; Human Services; Industrial and Engineering Technology; and Natural Resources and Agriculture.

The Work-Based Learning Fair is unique in that the focus is on career exploration. Students will not be there to seek employment. This will be an opportunity to actively explore their career interests by visiting with career representatives from a vast array of occupations and participating in some hands-on and visual demonstration activities like exploring vehicles and equipment used in some occupations. At the fair, one could possibly see a paramedic demonstrating the latest equipment, an iron worker rigging demonstration, and an electronic meter testing display, just to name a few examples.

Ninth through 12th grade students from area high schools will be attending from 9:00 a.m.-3:00 p.m. with their school counselors and teachers. The

Work-Based Learning Fair will be open for students, parents, and the general public until 6:00 p.m.

Work-Based Learning Fair
Student Evaluation Form

School: _____ Teacher: _____

1. Did you learn new career information at the Work-Based Learning Fair? Yes No Somewhat

2. Do you know more about the skills, training, and education required in your career interest areas? Yes No Somewhat

3. Did career exhibitors talk about the importance of education? Yes No Somewhat

4. Will the fair and the activities assist you in selecting school courses? Explain. Yes No Somewhat

5. List pre-fair planning activities that were helpful to you in preparing to attend the event (e.g., goal setting).

6. Comments or recommendations.

7. List career exhibitors that you would visit if they were at a future Work-Based Learning Fair.

Please complete and return this evaluation by _____ to the Work-Based Learning Coordinator, (address).
(Date)

Work-Based Learning Fair
Counselor/Teacher Evaluation Form

Your answers will help us evaluate this year's Work-Based Learning Fair and improve future fairs. As you answer the questions, please consider the objectives of the fair.

Objectives of the Work-Based Learning Fair

To enable students to . . .

- Explore various career interests.
- View career role models.
- Become aware of the diversity of jobs available.
- Become aware of appropriate school courses to support their career choice.
- Become aware of various uses of technology in the workplace.

School: _____ Name: _____

1. Work-Based Learning Fair activities effectively met the objectives. Yes Somewhat No
   How can it be improved?

2. The fair was well-organized. Yes Somewhat No
   How can it be improved?

3. Pre-fair information helped us adequately prepare students for the fair. Yes Somewhat No
   How can it be improved?

4. List the names, titles, addresses, and phone numbers of recommended career exhibitors for future Work-Based Learning Fairs.

Please complete and return this evaluation by _____ to the Work-Based Learning Coordinator, (address).
(Date)

2. Advertising in school publications and in the local media

Place posters created by your commercial art students in schools, stores, libraries, laundromats, barbershops, beauty salons, the YMCA, and other places where people congregate. If your event will be held in the mall, ask if they will "piggy-back" your ad with their own print advertising and feature it on signage in the mall or on outside display boards.

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners . . . Policymakers

3. Recruiting students using business partners and graduates of work-based learning experiences

They can talk to students and parents about opportunities in the "real world." Including representatives of colleges or other postsecondary educational institutions whose work-based learning experiences are articulated with yours will double the value of your fair and emphasize to parents and students that education beyond high school is necessary.

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners . . . Policymakers

4. Handing out attractive brochures and fact sheets about work-based learning experiences

You may also want to give away pencils; pens; or other small, useful items. Include information about your school with these handouts.

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners . . . Policymakers

5. Holding contests and appreciation/recognition activities

Student contests and appreciation/recognition activities for students, staff members, or others in the community are enjoyable occasions. They can help you achieve such goals as . . .

- Raising the morale of those honored and providing an incentive for others.
- Creating opportunities for positive publicity.
- Enhancing the reputation of work-based learning in the eyes of the public.

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners . . . Policymakers

6. Participating in essay contests on the topic of career preparation

If the winners are also effective speakers, see if a radio or a public access cable TV station will feature them on the air. If not, submit the winning entries to local newspapers with good photos of the authors.

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners

7. Sponsoring regional or statewide contests

Select students who have participated in work-based learning and announce the winners in March with great fanfare. Arrange for them to meet local or state dignitaries and be interviewed by the media. Include photos and a short feature story about each winner in school and district publications or compile them in a booklet to be distributed to prospective students and business partners. Feature each winner on a flyer to be posted in the guidance office, library, and cafeteria of his or her home school.

Show your appreciation to advisory committee members and other volunteers. A framed certificate hanging in the office or business will show customers they support your program. A small gift—key chain, note pad, pen, or candy jar with a catchy logo—also keeps your work-based learning before the public.

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners . . . Policymakers

8. Creating publications and surveys

Publications, especially if they're rather unusual, can get the specific message you want to send to the exact audience you want it to reach. Your goals may include the following:

- Informing and exciting readers
- Creating a favorable public opinion of your program
- Dispelling myths about career/technical education
- Arousing readers to action

Target Audiences: Students . . . Parents . . . Educators . . . Employers . . . Policymakers

Sample Suggestions

Create a Business Resource Guide (written or computerized) that lists business people who will speak to classes, welcomes students and teachers for shadowing experiences, or accepts work-based learning students. It's especially valuable to counselors setting up a Work-Based Learning Fair.

Publish a monthly pictorial newsletter, highlighting outstanding activities with photos and brief outlines—an inviting format for short-on-time readers.

9. Designing unusual/just-for-fun activities

This section describes unusual, just-for-fun activities that have been extremely successful with marketing work-based learning. They can help you achieve such goals as . . .

- Attracting public attention and approval.
- Informing the public about positive, exciting things going on in your school.

Sample Activity

Drafting students can design a playhouse which is built and wired by carpentry and electricity classes. Cabinet-making students can build furniture; food service classes can prepare food; horticulture students can supply potted plants; marketing students can design posters, and graphics classes can print raffle tickets which are sold by all vocational students.

Sample Activity for Career Awareness Opportunities for Educators

Heavy equipment dealers sponsor an activity to acquaint administrators, counselors, and teachers with the technical careers available in the field where significant job growth is anticipated. All sorts of equipment can be hauled to a community college campus where the dealers set up exhibits, make short presentations about the technology required to use the equipment, and then let faculty members get some hands-on experience. After a summary of employment opportunities available in the field, participants take a bus tour to all the sites that employ the districts' work-based learning students.

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners . . . Policymakers

You don't have to carry out all your marketing activities alone! Look for opportunities to share both the work and expenses with other schools, businesses, or community organizations. When you cooperate with others, you'll benefit in several ways. You'll be able to do more and make a bigger impact in the community than you could working alone. You'll reach a much larger market and you'll make valuable contacts that will continue to be of benefit in the future.

10. Scheduling an open house/school tour

Open houses and school tours are wonderful ways to showcase work-based learning. Your goals should include the following:

- Giving guests a firsthand look at numerous activities
- Creating a positive impression of the opportunities available
- Inspiring young people to enroll

Target Audiences: Students . . . Parents . . . Educators . . . Business Partners . . . Policymakers

Spread the Word

Issue special invitations to individuals you particularly want to reach—local and state government officials, major business partners, or the media, for example. Advertise in student publications; obtain mailing labels for prospective students you are targeting; and send personal invitations to students and their parents. (If a major goal is to increase enrollment, plan your open house/school tour just prior to the time that student schedules are to be set for the following fall.)

Tip: Schedule both day and evening hours for your event so that it will be convenient for everyone to attend. Although there will obviously be more student activity during the day, arrange to have a number of students on hand in the evening. Visitors like to see what students are doing in the classroom and outgoing, enthusiastic young people make delightful guides.

Prepare the Building

Make sure your building looks its best. A clean, well-lit atmosphere, while it may not directly influence the quality of the work-based learning offered, certainly creates a favorable impression with visitors. Display many examples of work-based learning students' work with cards identifying who did each piece, the experiences they are in, and their career goals. Showcase awards and honors students have won—pictures of district, state and national contest winners; their winning entries; and award ceremonies. Hang welcoming banners at each entrance and feature posters designed by commercial art students emphasizing that your graduates are preparing for high-demand careers.

If your school has a Hall of Fame for outstanding graduates, hang work-based learning students' pictures in a prominent place with captions to show when they graduated and what they're doing now. Feature a quote from each, telling how their school experiences helped to prepare them for a successful career.

Station students at each entrance to welcome guests. Set up a hospitality room where visitors can sign in and receive name badges. Provide coffee and cookies. Have brochures to hand out about your work-based learning. School administrators should be in the hospitality room throughout the event to greet arriving guests and to answer any questions.

Have a well-drawn map of your school available for visitors and have students wearing badges or printed ribbons identifying them as guides stationed throughout the building to help guests locate the rooms they are looking for. Choose these young people carefully and provide an orientation session to ensure that they are prepared to answer questions. Most visitors will be content to look around on their own, but have several students prepared to give guided tours. Make sure students can speak knowledgeably about the work-based learning.

If Your Event Is Directed Toward Students . . .

Have your admissions counselors schedule pre-visit sessions to prepare students for what they will see or provide materials for classroom teachers. Invite only the number of students you can effectively handle and have each of them select the work-based learning area they are most interested in visiting. Ask that a teacher or counselor from the home school accompany each class of students. Arrange for transportation if this is not provided by the home school. Ask that permission slips for the trip be signed by parents and returned to the home school.

Provide the home school with schedules for each student prior to the day of the visit. Greet students in an introductory session, followed by a school tour and 30-minute visits to several work-based learning sites, matching students' requests as nearly as possible. Ask instructors to plan simple hands-on activities that will enable students to take home something they have made in each visit.

Close with a question-and-answer session and refreshments. Hand out brochures and other information about your school, including information targeted to parents and an application for students. Provide some little give-aways like pencils or key chains with a catchy slogan.

After It's Over

Ask your staff and students to evaluate the event: what was good, what wasn't so good, and what should be done differently the next time. Go through the evaluation forms turned in by guests. Prepare a listing of all the comments, by category, and distribute them.

Send thank-you notes to guests who were specially invited: policymakers, business partners, and the media. If you received good media coverage before or after the event, be sure to thank the reporter and/or photographer with a copy to the editor.

If your event was a tour for students, send individual thank-you notes to each of them (mailed to their homes, if you can afford it; otherwise to their school) and to the teachers and counselors who accompanied them.

Schedule a meeting of the planning committee to discuss the extent to which your event met its goals and what changes, if any, should be made for next year.

There are a lot of tasks involved when planning an open house or school tour. The following checklist will assist with the development and completion of your event.

Open House or School Tour Checklist

- Develop invitations.
- Clean building.
- Showcase students' awards/honors.
- Hang welcoming banners.
- Request administrators to attend.
- Arrange for a greeter at every entrance.
- Plan simple activities for guests.
- Purchase refreshments.
- Develop evaluation form.
- Send thank-you notes.
- Plan follow-up meeting to discuss feedback and improve next Open House.

This checklist is just a sample for your reference. It is a good idea to customize your open house to meet your work-based learning needs.

11. Coordinating a luncheon, dinner, or other event

Sample Planning Calendar

Three Months Before the Event

- Appoint a subcommittee, chaired by a member of the marketing team, and hold the first meeting. Set a goal for the event. Determine a budget. Discuss ideas for the luncheon or dinner program, including a speaker, awards, music, or other entertainment. Establish responsibilities for obtaining speakers and entertainment and planning the menu, invitations, and decorations.
- Reserve space for the event at an appropriate site.

Two Months Before the Event

- Hold subcommittee meeting(s) as necessary.
- Decide on the menu and arrange to have the meal prepared and served.
- Obtain final commitments from celebrities/speakers/entertainment. If there is a commercial foods program, this is an excellent opportunity for direct student involvement.
- Design invitations, programs, and other materials and arrange for printing.

One Month Before the Event

- Hold subcommittee meeting(s) as necessary.
- Select recipients for recognition at the event and arrange for plaques, certificates, or other awards to be engraved or printed.
- Prepare a news release about the event and other items (fact sheets on your school and programs, a photo and bio of speaker) for a media kit.
- Distribute media kits and news releases, along with notices for newspaper calendar page editors.
- Follow up the distribution of media kits with calls to print and electronic media about feature stories on your event.
- Address and mail invitations to special guests and appoint someone to be responsible for keeping track of responses.

Two Weeks Before the Event

- Hold subcommittee meeting(s) as necessary.
- Plan table and seating arrangements, decorations, and other details of room set-up.
- Contact major participants to make sure the event is on their calendars.

The Week Before the Event

- Check last-minute details.
- Check them again.

The Week After the Event

- Send thank-you notes to everyone who helped and to media that covered the event.
- Ask subcommittee members and others to evaluate the event and prepare a written report for reference next year. Be sure they include problems as well as successes.
- Prepare a scrapbook containing the evaluations, samples of all the print materials used, press clippings, photos, and recommendations for improving next year's event and file it for future reference.

Pat yourself on the back!

You did it! Your TEAM did it!

Take a deep breath.

Next year's events are just around the corner!

12. Preparing news releases

A news release is an effective, free way to reach the public. It can be submitted to newspapers, television, and radio stations. While the use of your release may depend solely on the availability of time or space, you can improve your chances by choosing a topic which may have some impact on the community and by preparing an effective release.

NEWS from Your School/District/Council

Educators Attend Externship Experience

Contact: (Name of person submitting the news release)

FOR IMMEDIATE RELEASE

(Name of participants) met at (Location of experience) on (Date) to share experiences and learn more about High-Tech Careers. Hands-on activities were one of the many activities conducted on this externship which was developed for the purpose of raising career awareness for educators.

Teacher externships were coordinated by (Name, Title, Business) and (Name, Title, School). (Remember to give credit to all team members that coordinated the event.)

Participants included secondary and postsecondary faculty, staff, and administrators from our community.

This release was prepared by
(Name)
Work-Based Learning Coordinator
(Address)

Tips for a Successful News Release

- Send it to the appropriate person at the paper or station.
- Be brief and to the point. Two or three pages double spaced should be your limit.
- Provide photographs if you have them. Check earlier whether these should be color, black and white, or digital. Photographs make the release more appealing to the public and more likely to be used. If you include photos, include captions for each.

13. Creating the perfect newsletter

Is there such a thing as a "perfect" newsletter? Probably not, but any publication that develops newsletters for work-based learning should come as close to "perfect" as possible. The points described below contain information appropriate to a wide variety of organizations interested in reaching a particular segment of the public. All of the points will not apply to every newsletter, however, a list like this will help you cover all the necessary bases.

- Work for a special look. Use color, graphics, and innovative design. Emphasize photographs. Consider using a distinctive typeface in the title.
- Be brief. Space is not unlimited. Use simple, readable sentences. White space is essential to get people to read a newsletter.
- Use a calendar in each issue with special dates marked.
- Try to use information that will pique the interest of readers.
- Number the pages.
- Include your mailing address and phone number. Provide the name of a contact person; you never know where your newsletter may end up.
- Stick to the same format in every issue and on every page.
- Mail a copy to all inquirers.
- Use a three-column format for maximum flexibility and interest. A one-column format is hard to read; a two-column format can be monotonous.
- Use wide margins. They make reading easier.
- Keep a file of extra articles, quotes, or graphics to use as fillers in an emergency.
- Keep typefaces, spacing, type sizes, illustration styles, and format consistent throughout.
- Consider the advantages of starting several articles on the front page to keep readers from "dropping out."
- Leave copies in the guidance office, the school library, and other appropriate places.

Marketing Materials

Beware of Forming Bias Instructional Materials

The following marketing ideas are strongly recommended. Remember, *Work-Based Learning Is for All!* and marketing materials should reflect that.

Invisibility

Certain groups are underrepresented in curricular materials. The significant omission of women and minority groups has become so great as to imply that these groups are of less value, importance, and significance in our society.

Stereotyping

By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students knowledge of the diversity, complexity, and variation of any group of individuals. Students who see themselves portrayed only in stereotypic ways may internalize these stereotypes and fail to develop their own unique abilities, interests, and full potential.

Imbalance – Selectivity

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspective concerning the contributions, struggles, and participation of women and minorities in our society.

Unreality

Textbooks frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are glossed over, and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies students the information they need to recognize, understand, and perhaps some day conquer the problems that plague our society.

Fragmentation – Isolation

By separating issues related to minorities and women from the main body of the text, marketing materials imply that these issues are less important and not a part of the cultural mainstream.

Linguistic Bias

Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from our *forefathers* to the generic *he*, deny the participation of women in our society. Further, occupations such as *mailman* are given masculine labels that deny the legitimacy of women working in these fields. Imbalance of word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

Work-based learning activities should be planned so that they are available regardless of the student's age, gender, race, ethnic origin, or disability. The following are ideas to consider when planning activities that will serve all students:

- All students should be exposed to a full range of careers, including those that are nontraditional for their gender. Portray real people in your marketing efforts, not stereotypes.
- Prior to completing student career assessments, students should be provided with career exploration activities, including the provision of experiences with information about high-wage, high-skill, and nontraditional occupations; access to diverse role models in nontraditional careers; and visits to work sites.
- Develop and publicize interest to increase female participation in work-based learning.
- Existing work-based learning opportunities should be evaluated to determine to what extent they are serving females, minority students, and students with disabilities and what job placements result from these opportunities.
- Woman-owned and minority-owned businesses should be involved in all phases of planning and implementation of work-based learning experiences.
- Work-based learning fairs should include nontraditional occupations and diverse role models that represent the workforce, including those in nontraditional careers.

A Year's Worth of Promotional Events for Work-Based Learning

September
Shine the spotlight on work-based learning at Back-to-School Night. Have students on hand to show guests around. Give visitors something to take home with them.

October
It's fall festival season. Arrange for your work-based learning classes to have booths displaying student projects and both staff and students available to talk with passers-by about the great opportunities work-based learning can offer. Have plenty of colorful handouts and small items with a contact name and phone number for people to take home.

November
This is the month for American Education Week. Make sure that work-based learning is front and center as an integral part of the educational program for all students. Arrange a newspaper, radio, or TV interview with an employer who's a strong supporter of work-based learning or with an especially successful student or graduate.

December
Holiday fairs of all kinds abound in December, and they afford a fine opportunity to do something unusual and attention-grabbing.

January
The after-the-holidays blahs cause people to welcome something interesting and new. Use a winter festival or Legislative Day for a splash of publicity about work-based learning. It's an ideal time to emphasize its advantages and opportunities, since in many districts students sign up for next year's activities in January.

February
The second week in this month is Vocational Education Week. Mark it with recruitment events or second quarter open houses.

March
This is Education-to-Career Month—a great time for a work-based learning fair or mall show.

April
Arrange to be part of the spring festivals or other celebrations staged by organizations in your community. Or hold your own really spectacular event.

May
As school winds to a close, it's time to celebrate your successes with recognition events for students, teachers, and business partners. Be sure to notify the media in advance so the community will be aware of all the fine things you've accomplished during the year.

Section III

Career Development

Chapter 1: Definition of Career Development III-1

- What Is a Field Trip? III-3
- Various Career Development Activities III-7

Chapter 1: Definition of Career Development

Work-Based Learning – Career Development

Career development work-based learning experiences are planned experiences that allow students to explore various career pathways in order to make informed career decisions. For example, a student might have a specific area of interest such as the electronic imaging department at a local printing company. For a given period of time, the student, with assistance of a workplace mentor, would explore the various jobs related to that department. In addition, the student would examine the role of the electronic imaging department within the printing process and its contribution to the overall success of the business.

Another example might involve students in a service learning activity. Students might assist local environmental engineers in developing and managing a "raise and release" fish and wetlands preserve to save two species of fish, which are endangered. In doing so, students would apply math, physics, biology, chemistry and environmental science skills in a real-world context.

Career development includes the following:

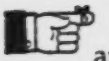
- Activities that are progressive and explore a variety of career opportunities
- Roles, responsibilities, and expectations of all parties involved which are clearly defined prior to the activity—this may need to be specified in a training agreement
- Activities that address the student-identified interest and aptitude
- Activities that contribute to career development as a lifelong process
- Activities which promote an understanding of the educational and work requirements for a career
- Activities which promote an understanding of the relationship between educational planning and career planning
- Activities which assist students in identifying the employability skills (including self-employment skills) for a career
- Experiences based on a career assessment which will assist student in making career decisions in a timely manner
- Experiences that support the relationship of work to the needs and function of society

Developing Specific Career Development Work-Based Learning Activities

Career-related experiences are designed to help students learn for themselves. Often the activities suggest that students work in small groups to give them experience working with others. In these settings, conflicts are bound to occur. These conflicts can provide an opportunity for students to practice resolving them and to work cooperatively.

The Work-Based Learning Coordinator's role is to help ensure that students think about what they're learning now and how this applies to other situations. When these connections aren't made explicit, students are less likely to generalize the skills and knowledge and to apply them in new situations. Students must become active in their own learning!

Other Resource People



Part of your role may be helping students find the information they need about people and jobs in your community. Parents, teachers, youth leaders, and businesspeople can all play a role. Draw on the knowledge and connections of other community members to gather this information. Tailoring the activities to your community and to the needs and interests of students will ensure successful work-based learning.

While each work-based learning experience has its own unique details that must be arranged, there are several general items that the Work-Based Learning Coordinator must be sure to cover.

- Instruction is provided in general competencies and interpersonal skills.
- Business partners provide structured learning at the work site.
- Everyone understands work-site placement criteria.
- Opportunities are available for all participating students.
- Students are effectively matched with business partners.
- Students develop training plans with teachers and business partners.
- Students are exposed to all aspects of an industry.
- Work-based learning experience explicitly reinforces academic and technical lessons.
- Business partners and educators jointly design outcomes.
- Business partners and educators participate in curriculum development and approval.

There also are several key logistical and legal issues that need to be addressed, as well as expectations to communicate and make clear to business partners, such as the kind of experience, the quality and direction of the experience, and the kind of on-site supervision or mentoring desired. It is also important to establish clear procedures regarding issues such as emergencies, attendance, and communication with the coordinator and/or school.

Activities for Career Development

The following pages explain career development activities in detail. For example:

- What Is a Field Trip?
- Various Career Development Activities
  1. Word Searches
  2. Goal Setting – Ready, Set, Know!
  3. Cooperative Musical Chairs
  4. Cross the Swamp
  5. Pass It
  6. Art Activities
  7. Getting the Job Done
  8. What I Do Well
  9. Hat Days
  10. Careers on Wheels

What Is a Field Trip?

- Definition
- Purpose
- Business Partner's Role
- Sample Parent Letter

What Is a Field Trip?

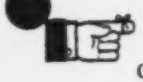
A field trip is a work-site experience (typically one to three hours) during which a group of students, escorted by school staff, tours a business. A field trip is appropriate for any grade level; however, its format and the information presented should be tailored to the age of the students.

What Is the Purpose?

A field trip helps students accomplish the following:

- Gain broader exposure to the world of work by visiting workplaces in the community.
- Get an overview of how a business operates by touring the different departments and areas of a workplace.
- Expand their understanding of the variety of jobs in a career area and industry.
- Communicate with different adults about the academic and technical skills required doing different jobs.
- Increase their vision of career opportunities.
- Understand the connection among school, work, and achieving their goals.

What Is the Business Partner's Role?



The business partner's role is to give students a picture of careers, technologies, organizational structures, departments, skill demands, and working environments while touring. The tour guide should answer students' questions as well as engage the student in conversation by asking them questions about the things they see and the people they meet during the field trip.

It's important that field trips are planned learning experiences, not just add-ons or chances for the students to goof off. Pay particular attention to what occurs before, during, and after the actual tour at the community or workplace. For example, meet with a business partner contact before the group's visit. It is also essential to prepare the students by engaging them in activities to heighten their interest before the experience. This helps them draw on their existing knowledge and connect new knowledge to it.

During the visit, students can ask questions they have prepared ahead of time, tape interviews, use checklists to record observations of jobs or skills they see, and take photographs. After the field trip, they can discuss their observations, write stories, and connect what they learned on the field trip with what they're learning in other situations.

Some things to consider when planning one of the field trips:

- **Parental permission** – A signed permission slip must be collected from every student's parent or guardian before they may participate in the field trip. The parent letter that contains the permission slip should include at least the following information: the

purpose, destination, date, time, transportation, and cost of the trip (if any), and space for the parent or guardian to fill in the student's name, sign, and date the slip.

Sample Parent Letter

(Date)

Dear Parent,

We are planning a field trip to _____ (location) on _____ (date). Field trips can be both fun and educational for students. On this trip the students will be (list details about what the students will be enjoying and learning) _____ _____. We plan to _____ (walk, ride a bus, drive, etc.) and will be leaving at _____ (departure time) and returning at _____ (arrival time).

Please send a bag lunch that can be left out of the refrigerator safely for 2 hours. (We will be providing a picnic lunch or snack at a cost of $_____.) Please have your son or daughter wear play clothes/school clothes for the day. Enclosed is a parent consent form. Please sign and return it by _____ (date).

I give my son or daughter _____ permission to attend the _____ (name of club, school, or after-school program) field trip to _____ _____ on _____ (date).

If you are available to join us on this trip, please let me know by calling _____. Your help would be greatly appreciated.

_____ I will also attend as a parent volunteer. Signature _____

- **Safety** – One of the goals of any field trip should be to make the experience as safe as possible for everyone involved. Arrange an adequate number of chaperones (it takes more adults to supervise students on a field trip than it does in your normal meeting setting). Assign each adult a specific small group of students to supervise. Review the adult chaperones' responsibilities with them before the trip.

Leave an itinerary; a list of field trip participants; and the signed permission slips, medical treatment authorization forms, and emergency contact forms with a responsible adult who is not going on the field trip. Carry photocopies of those documents with you. Consider carrying a first aid kit and change for making phone calls.

- **Travel** – Several travel-related issues need to be considered before a field trip: the best route and mode of transportation, the length of the trip, auto insurance coverage for safety hazards that may be encountered, and supervision of the students during travel.

- **Documentation** – Keep documentation of the field trip. The following form will assist with keeping good records.

Field Trip Report

Date of Trip _____

School _____ Teacher _____

Field Trip Destination _____

_____

_____

Name of Business Contact _____

Phone _____

Details of Trip (i.e., length, number of students attending) _____

_____

_____

_____

Various Career Development Activities

Elementary/Middle School & Secondary

1. Word Searches
2. Goal Setting – Ready, Set, Know!
3. Cooperative Musical Chairs
4. Cross the Swamp
5. Pass It
6. Art Activities
7. Getting the Job Done
8. What I Do Well
9. Hat Days
10. Careers on Wheels

Activity #1
Word Searches

Word Search for Elementary/Middle School Secondary

T	N	E	M	H	S	I	L	P	M	O	C	C	A	O	E
R	I	W	Y	L	K	E	E	P	S	J	R	O	T	I	X
Y	V	N	D	R	M	Z	A	U	E	L	D	M	R	L	C
G	L	B	O	P	F	Q	R	C	M	A	U	M	A	O	K
E	R	W	L	I	I	D	N	E	Y	V	R	O	I	F	E
D	E	O	M	S	T	C	J	O	B	A	G	N	N	T	L
U	Y	W	I	Q	U	A	F	L	B	L	K	P	I	R	B
C	O	O	P	E	R	A	T	I	O	N	F	A	N	O	U
A	L	R	F	I	E	J	K	N	H	O	U	S	G	P	S
T	P	K	I	N	M	R	H	C	E	E	P	S	I	R	I
I	M	P	O	V	R	E	P	A	M	S	X	P	V	E	N
O	E	L	N	E	V	A	L	U	A	T	E	O	L	E	E
N	U	A	Z	N	H	C	R	A	E	S	E	R	H	R	S
Q	L	C	O	T	K	R	O	W	M	A	E	T	P	A	S
P	P	E	X	P	E	R	I	E	N	C	E	D	O	C	P
C	M	M	T	S	K	I	L	L	T	C	E	L	F	E	R

Find the following work-related words in the word search above. Words may run backward, forward, up, down and diagonally.

ACCOMPLISHMENT
HOBBY
SPEECH
EDUCATION
PASSPORT
WORKPLACE
PRESENTATION
GOAL
SKILL
COOPERATION
LEARN
WORK
EVALUATE
REFLECT
RESEARCH
CAREER
JOB
TRAINING
EMPLOYER
PORTFOLIO
EXPERIENCE
BUSINESS
INVENT
TEAMWORK
EMPLOY
PLAN

Activity #2
Goal Setting—Ready, Set, Know!

Grade Level: Younger group (ages 5 to 8); older group (ages 9 to 12)

Time: 30 minutes

Materials:
- Newsprint or other large paper (at least one sheet per student)
- Markers (at least one per child for older groups)
- Masking tape

Procedure:
For a Younger Group (ages 5 to 8):

1. Make a chart like the one that follows on a sheet of newsprint. Display the chart where your group can see it.

Ready, Set, Know! Our Goals		
What We Know	**What We Want To Know**	**How We Want To Learn**

2. Have your group brainstorm what they know about the world of work (you may have to prompt the students and ask questions to help them come up with ideas). Write on the "Ready, Set, Know!" chart whatever the students say about the topic. The goal at this stage is to learn what knowledge or experiences the students can apply to the activities.

   Note: It's not important that the students supply correct information at this point. What the students *think* they know at the beginning of the project will provide you with a basis for comparison later. The goal is not to "get it right from the start," but to undertake a process of learning about the world of work.

3. Next, ask the students to think of how their responses could be grouped into categories: "Let's look at this list of things we already know. Do any of them fit together?" Model this process for the students at first. For example, "Some people work at night" and "Some people work at different times on different days" could be grouped under "When People Work." This step helps provide the students with a way to organize the new information they learn.
4. Next, have the group brainstorm what they want to find out about work. This will help them recognize the purposes for learning—to find the answers to their questions. Write their responses on the "Ready, Set, Know!" chart. Encourage the students to think about how they can take responsibility for questions or topics that are of particular interest to them.
5. Finally, have the group brainstorm how to learn about what they want to know (again, write these on the chart). There are many ways to find the answers to the questions they've posed in the second column. By deciding for themselves how to proceed, the students take ownership for their own learning.

For an Older Group (ages 9 to 12):

1. Divide the students into groups of five. Have them determine roles in the group: timekeeper, reporter, recorder, encourager, and leader (you also could let them choose their own roles or assign roles to them). Describe each role to the group. The ***timekeeper*** keeps track of the passage of time. The ***recorder*** writes the information the group comes up with on newsprint. The ***reporter*** analyzes and shares the information the team gathered with the larger group. The ***encourager*** encourages the other group members to look at the problem at hand from different angles and helps keep them from becoming discouraged if the group encounters roadblocks. The leader facilitates the discussion and helps keep the group on task.
2. Pass out newsprint and markers and tell the students they'll have three minutes to quickly list what they know about the world of work.
3. When the groups are done with their lists, ask each group's reporter to share his or her group's list.
4. Next, ask each group to spend three minutes brainstorming questions they have about the world of work. They should write these on newsprint.
5. When the groups are done brainstorming, ask each group's reporter to share his or her group's questions.
6. Have the group work together to decide which categories the questions can be grouped into. List the categories and questions for each on separate sheets of newsprint.
7. Next, ask each group to choose a category on which to become "experts." Ask them to brainstorm a list of ways to search for answers to their questions.
8. Finally, have each group's reporter share the information from his or her small group with the whole group.

Activity #3
Cooperative Musical Chairs

Grade Level: Middle School (6th-8th grades)

Time: 10-20 minutes

Setting: Over-large area with chairs placed in a circle, facing out

Materials:
- Tape player and music tapes (or other music source)
- Chairs

Procedure:
1. Set up the chairs in the usual musical chairs fashion—in a circle with one less chair than there are students.
2. Tell the students that in this game the whole group wins or loses. Explain that they should walk around the chairs and when the music stops, they should all try to get into a chair. Tell them the whole group is responsible for seeing that everyone has a place to sit—even if it's on someone else's lap.
3. Start the music and stop it unexpectedly. When the music stops, make sure everyone gets a seat (no one is eliminated). Then remove one chair.
4. Continue playing by stopping the music and eliminating chairs. Emphasize that all the students need to sit on the remaining chairs and that they all must help each other stay on. If anyone falls, the group loses and starts again.

Activity #4
Cross the Swamp

Grade Level: Middle School (6th-8th grades)

Setting: Indoors in a large room or outdoors

Materials:
- Masking tape or string
- Carpet squares or pieces of cardboard (one per child, plus one extra for each team)

Procedures:
1. Use masking tape or string to mark start and finish lines at either end of a room or open area (about 20 feet apart). The area between the lines is "the swamp."
2. Divide the group into three or four smaller teams (teams of four to six students work well). Place a magic stepping stone—a carpet square or piece of cardboard—for each team at the beginning of the line.
3. Give each student a magic stepping stone to get across the swamp. Tell them this is to protect them from falling into the swamp. The object for all the teams is to get across the swamp without falling in.
4. The first person on each team steps onto the magic stepping stone at the beginning of the line. That team member then places his or her stepping stone on the ground and steps onto it.
5. The next person steps onto the open starting stone, then passes his or her stone to the first person, who puts that stone down, then everyone moves up one stone. This goes on until each team has made it safely across the swamp to the finish line.

Activity #5
Pass It

Grade Level: Middle School (6th-8th grades)

Time: 10-20 minutes

Setting: Indoors in a large room or outdoors

Materials:
- Four buckets
- An even number of stuffed animals or other objects, enough to fill two buckets

Procedure:
1. Fill two buckets with equal numbers of stuffed animals or other objects. Ask for a volunteer to help you with a special task.
2. Have the students line up shoulder-to-shoulder.
3. Have the volunteer place a full bucket at one end of the line of students and an empty bucket at the other end.
4. Set an empty bucket and a full bucket 5 or 10 feet away from and parallel to the line of students. The full and empty buckets should be in corresponding positions to the full and empty buckets in the students' line. Ask the volunteer to stand by the full bucket.
5. Tell the students that their job is to move all the stuffed animals from one bucket to the other, picking up only one stuffed animal at a time.
6. When you give the signal to start, the first person in line picks up a stuffed animal and passes it to the next person in line, and so on. When the stuffed animal reaches the final child in the line, he or she puts it in the empty bucket. The child who is working alone will have to carry the stuffed animals from one bucket to the other.

Activity #6
Art Activities

Grade Level: Middle School (6th-8th grades)

Time: 30-45 minutes

Setting: A room with a table or floor space large enough to accommodate a large piece of paper

Materials:
- 3- to 4-foot long piece of paper
- Paintbrushes and watercolor paints or markers and crayons
- Construction paper (various colors)
- Scissors
- Glue
- Other art supplies

Procedure:
1. Give each student only one art supply item (such as a paintbrush, a jar of paint, a sheet of construction paper, and a pair of scissors). Explain to the students that they are going to make a mural. A mural is a large painting or drawing that tells a story without words. Ask them if any one person in the room has the materials needed to complete the task.
2. Pose the following questions to the students:
   - How will you work together to make the mural?
   - How will you share the materials?
   - How will you decide what the mural should look like?
   - How will you work together as a group?
   - How will this be a group project and how will you deal with any problems that arise?
3. After the students have discussed these questions, allow them time to make the mural.

Activity #7
Getting the Job Done

Grade Level: Middle School (6th-8th grades); Secondary School

Time: 1 hour for first part of activity; will take longer if you do a job application and interview process. "Getting the Job Done" takes place over the period the group is together (for example, a school year).

Materials:
- Slips of paper
- Newsprint or other large paper
- Masking tape
- Markers
- Pencils
- "Job Application Form" sample
- "Job Evaluation Form" sample
- Students' individual portfolios

Procedure:

Before the Meeting:

On each slip of paper, write down the name of a job that students might do. Examples include feeding the cat, walking the dog, making your bed, setting the table, mowing the lawn, weeding the garden, vacuuming the rug, shopping for groceries, doing homework, handing out supplies, cleaning up after a snack, and collecting club dues.

During the Meeting:

1. Divide the group into pairs. Let each pair choose a slip of paper and act out the job written on it while the rest of the group tries to guess the job.
2. Brainstorm with the students what jobs must be done to help the group accomplish its goals. In an afterschool program, you may need to clean up from the afternoon snack and put away the art supplies every day. List the jobs that need to be done on the large sheet of paper. Ask the students to give reasons why they think these jobs are important.
3. Pick one of the jobs written on the large sheet and ask the students to discuss what steps have to be done to complete the job. Tell them that this is a **job description**. Write these steps on a large sheet of paper. You may need to help the students think of steps for jobs they haven't done before. Have them think of any special skills or knowledge (**qualifications**) that are needed to do this job. Ask what tools or equipment they will need. Have the students work in groups to think of the steps and write descriptions for the remaining jobs.

For Example:

- Group secretary—Keeps a written record of meetings; takes attendance at each meeting; describes what activities happen at meetings.
- Horticulture Assistant—Takes care of plants; waters plants on Monday and Friday; cuts off yellow and brown leaves as needed.

4. On another large sheet of paper, create a job chart that lists jobs the students have decided must be completed to reach the group's goals. Decide whether individuals or teams will do each job. Decide how often the jobs will change (for example, every meeting, every week, every two weeks, every month).
5. Another suggestion is to have the students go through a **job application** and **interview** process to seek each job (see the "Job Application Form" sample at the end of this activity).
6. Provide feedback and encouragement as the students do their jobs. Modify the jobs as necessary as the students perform them.
7. Discuss with the students that it's important they learn how to tell if they have done a good job. When people work, their job performance is **evaluated.** At the end of the job period, ask the students to complete a short evaluation form about how they did (see the "Job Evaluation Form" at the end of this activity).
8. As the students do their jobs, continue to help them think about what is going well and what they could do differently.

Talking It Over:

After completing the activity, have the students get in a circle and ask them some of the following questions to complete the experiential learning cycle:

- What do you think might happen if a person didn't do his or her job?
- What could you do if someone didn't do his or her job?
- How do you feel when someone isn't doing the job he or she is supposed to do?
- What have you learned about each person's responsibility to the group and how everyone's efforts help the group?

How To Simplify:

- Choose simple jobs students are familiar with and have just a few steps.
- Younger students may not be familiar with the job and will need to do research before they can think of the steps involved with it.
- Have the students complete the jobs in pairs.
- Use pictures to describe each of the steps needed to do a job.
- Create a simpler application form.
- Have the students give their answers orally for the job application process.

How To Extend:

- Have the students do jobs that have more steps and are more complex.
- Have the students develop their own job application forms.
- Have the students develop their own job evaluation forms.
- Have the students practice interviewing each other; then invite parents or members of the business community to help with the job interviews.

Job Application Form

Job Openings
The following jobs are available this year:

- Teacher Assistant
- Horticulture Assistant
- Equipment and Supply Technician
- Custodial Assistant
- Food Service Assistant

Qualifications:
Successful applicants must have the following qualifications:

- Be a fifth grader
- Be able to listen and follow directions with a minimum amount of supervision
- Be able to complete a task
- Be respectful
- Have good attendance
- Be dependable
- Be willing to be trained

Date: _____

Name: _____

Address: _____

Telephone Number: _____

Names of Positions Applying for: _____

_____

Names and Phone Numbers of Two References:

1. _____

2. _____

Write three sentences explaining why you would like to do these jobs.

_____

_____

_____

List any job experience you have. _____

_____

_____

GETTING THE JOB DONE SAMPLE

Job Evaluation Form

Name: Casey Adams

Date: October 30, 1999

Name of Job: Custodial Assistant

1. Did you like your job? __X__ Yes _____ No

What did you like most about the job? *When the teacher noticed how well I set up boxes for recycling.*

What did you not like about the job? *When people threw things on the floor.*

2. Name one thing you learned by doing the job. *How to sort trash for recycling.*

Check the following skills you needed to do this job and give an example for each.

_____ Reading _____
__X__ Writing *Made signs for recycling boxes.*
__X__ Math *Weighed the paper for recycling at the end of each week.*
__X__ Getting along with others *Worked with school custodian*
__X__ Communication *Explained the recycling boxes to the class.*
_____ Other skills (please specify): _____

4. Do you use these skills in any other way? If so, give one example.
As the secretary of my 4-H club, I use my writing skills.

5. Would you like to do this job again? Why or why not?
Yes, but I'd also like to try something else.

6. What advice would you give to someone else who is assigned to do this job?
If you don't empty the recycling boxes on time, you'll have a mess.

7. How would you train another person to do this job?
I would have that person follow me when I do my job one day.

8. How might the skills you have used to do this job relate to a job you might do in the future?
I can be responsible and work with other people.

Activity #8
What I Do Well

Grade Level: Middle School (6th-8th grades)

Time: 30-45 minutes

Materials:
- Construction paper
- Pencils
- Crayons
- Stapler
- Students' individual portfolios

Procedure:
1. Ask the students to stand in a line. Explain to them that you're going to call out different questions to them and that they should follow your directions depending on their answers. Use the questions below or make up your own.
   - Do you like sports? If you do, move right.
   - Do you like to read? If you do, do two jumping jacks in place.
   - Do you like to cook? If you do, move one giant step to the right.
   - Do you like to clean your room? If you do, hop one step to the left.
   - Do you like to watch television? If you do, move one step back.
   - Do you like to play video games? If you do, move left.
   - Do you like to dance? If you do, do your favorite dance step in place.
   - Do you like to be alone? If you do, move two giant steps to the left.
   - Do you like to listen to music? If you do, hum a tune and move two steps right.
   - Do you like to work in groups? If you do, go to the nearest person and take two steps forward.
2. Ask the students why they're not standing in a straight line anymore. Explain to them that they're not in a straight line because they had many different responses and these differences make us unique. We all have things we like to do and do well. These are called **interests** or **skills**. Interests may also be called **hobbies**; they're things you like to do or enjoy. Skills are things that you know how to do and are good at. Ask if anyone has a hobby or something they're really good at.
3. Explain that they will make a book about their skills and hobbies titled *What I Do Well*. Tell them to write a separate heading at the top of each page ("What I Enjoy," What I Know How To Do Well," "Things I Have Done," and "Things I Have Learned").
4. Explain that they're going to draw a picture to fit each heading. Read over each heading with the students and generate ideas about what they could include. Pass

out the drawing materials. Ask them to write a caption below each picture to explain what they drew.

Talking It Over:

After completing the activity, have the students get in a circle and ask them some of the following questions to complete the experiential learning cycle:

- Why do you like to do what you do?
- How did you learn your skill?
- How has your skill, knowledge, experience, or interest helped you in other ways?
- Are there any other things you would like to do well?
- If you don't know how to do that now, how could you learn?
- How could you improve your skills?

  Note: Explain that there are many ways to improve your skills. How you improve them depends on you and what you want to do. For example, you could improve your skills by practice. You could have someone who knows how to do something really well teach you, whether it is someone your own age or an adult. You could take lessons or read a book.

How To Simplify:

- Ask them to explain the picture and write the caption for them.
- Have younger students draw one picture of themselves doing something they're good at.

How To Extend:

- Increase the complexity of the questions asked at the beginning of the activity.
- Have the students pair up. Give them 15 minutes to interview each other to find out what each one does well; then have them share this information with the group.
- Add another page heading to their book: "Something I Would Like To Learn How To Do."
- Develop a "Me Museum," displaying examples of their interests, skills, knowledge, and experiences.

Activity #9
Hat Days

Grade Level: Kindergarten

Time: Ongoing

Procedure:

1. For this work-based learning activity, people of various occupations who wear hats are contacted. A time is set up for a presenter to meet with a kindergarten class, which fits in with each one's schedule.
2. The presenter goes to the kindergarten class in uniform for a ten-minute presentation on his or her occupation (for example, fire fighters, police officers, maintenance personnel, railroad, fast food people, and so on). There are many occupations that wear hats.
3. The presenter is asked to bring a brand-new hat from his or her occupation and leave it with the class. The teacher starts a basket of "Occupation Hats" that the students can enjoy all year long.

Hat day has been very popular with kindergarten teachers. The students see workers from many occupations and get some idea of the services that they provide.

Activity #10
Careers on Wheels

"Careers on Wheels" is an elementary work-based learning experience at the school site designed to give students exposure to a variety of careers that use a vehicle to deliver services. At least ten vehicles are needed. On the appointed day, a school's playground or parking lot may be filled with fire trucks and earth movers, police cars and television remote vans, utility repair trucks and sewer inspection vans.

Goals:

- To introduce students to a variety of careers.
- To help students learn the connection between school subjects and how they are used on the job.
- To assemble a variety of community and business resources in one central location.
- To expose students to positive career models.

Program Length:

Careers on Wheels requires four hours one day. Morning is best.

Procedure:

School personnel will need to make all of the arrangements. Staff will need to work together to schedule the day, plan pre- and post-activities, supervise the students, evaluate the program and provide refreshments to the career role models.

Business Partner Representative:

It is helpful to have the business partner representative interact with the students. To have minorities and persons in nontraditional roles represented is very beneficial. Business partner representatives are expected to demonstrate their jobs, allow students to climb on/inspect vehicles, and provide answers to any questions students may have.

During a four-hour "Careers on Wheels" work-based learning experience, approximately 400-500 students can be involved.

The following flyer may be used to advertise "Careers on Wheels."

Careers on Wheels

Careers on Wheels is an exciting half-day work-based learning experience for career development. The school's playground is filled with cars, trucks, vans, and other vehicles representing a variety of careers. Students get to examine, explore, question, and learn about the vehicles and the career role models.

The Goals of Careers on Wheels:

- To help students become aware of careers.
- To make the connection between school and the world of work.
- To allow students to meet positive career role models who encourage them to stay in school and work hard to achieve any career goal they may have.

Developed and sponsored by:

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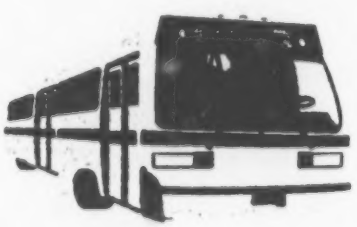
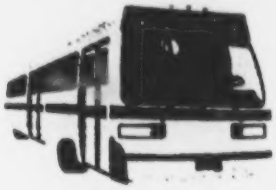


Careers on Wheels
School Staff Procedures



1. **Follow the schedule.** Have your class in schoolyard at scheduled beginning time. Classes should be ready to go to a vehicle at starting time.

2. **Go to vehicle as directed and proceed in clockwise direction until all vehicles are seen.** Do not skip the class in front of you. Wait with your class until they finish.

3. **Spend about 5 minutes at each vehicle.** Help the presenter close off the questioning by allowing one last question when it is time to move on.

4. **Help the Presenter as needed.** Presentations should include introduction, job title, description of job, training needed, school skills used as well as a demonstration of equipment. Hopefully, there will be time for questions from students. Do not allow students to climb on vehicles unsupervised. Role models are not professional teachers and may allow students to do things that are unwise. You are the person in charge of your students.

5. **There is not time for every student to sit or climb on the vehicle.** Students should not honk horns. Career Role Models can demonstrate the operation of the vehicle and sound sirens etc. within reason.

6. **Help clarify information given to your students.** The Career Role Models in the program are not trained speakers and may give information that will need to be clarified.

7. **Remind your class that the careers demonstrated are open to anyone.** We make every effort but cannot always ensure that minorities and females are well-represented among role models.

Section IV

Skill Development

Chapter 1: Stakeholders in Work-Based Learning IV-3

Chapter 2: What Is a Job Shadowing Experience? IV-5

Chapter 3: Career Awareness Opportunities for Educators IV-21

Chapter 4: Tools for Implementing Work-Based Learning IV-37

Chapter 5: Description of Work-Based Learning Coordinator IV-93

- Functions and Abilities IV-93

Work-Based Learning – Skill Development

Skill development work-based learning experiences are planned activities that allow students to develop skills for a specific career in technical programs. In a school enterprise, for example, students in an automotive class might organize and run an automotive service department within the school. Besides performing automotive functions (e.g., tune-ups, oil changes, brake pads installation), students would rotate through other responsibilities of the department such as ordering materials and supplies, scheduling clients, completing work orders, supervising workers, and preparing financial statements.

Another example of skill development might involve a student who has an interest in nursery and landscaping careers in a horticulture program. The student may spend time job shadowing at a local landscaping business. The student would shadow collaboratively with a school supervisor and a workplace mentor. Through a series of planned activities—studying all aspects of the industry such as observing the employer preparing and maintaining plants, creating landscape designs, installing landscaping materials, and applying the economics of the industry—the student would observe "real world" experiences and acquire accurate knowledge regarding a nursery and landscaping career.

Another example might involve a student interested in food service management. At a designated work site, the student would observe an employer performing activities such as evaluating inventory levels, purchasing materials and supplies, and participating in personnel management functions. In this way, all aspects of the industry would be observed.

Skill development activities include the following:

- Instructions/observations in all aspects of an occupation/industry
- A written training agreement defining the roles and responsibilities for all parties
- An instructional plan, which is based on state or national standards, which is closely coordinated with the school site curriculum
- Development of employability skills, including self-employment skills, through planned experiences
- Academic and vocational knowledge and skills acquired through observing experiences
- Assessment and documentation of skill development
- Compliance of all learning experiences with state and federal laws

Chapter 1: Stakeholders in Work-Based Learning

Stakeholders: Who should be involved in the decision and development process of work-based learning?

- Instructors
- Counselors
- Administrators
- Labor unions
- Business/Industry
- Chambers of Commerce/Economic Development Organizations
- Parents
- Students
- Other local community agencies

All instructors, counselors, and administrators must buy into work-based learning. If instructors, counselors, and administrators do not believe in work-based learning, neither will students and parents.

Labor unions must take part in work-based learning experiences for students and play a role in supporting such activities.

Business is education's largest consumer.

Local chambers of commerce/economic development organizations can serve as viable brokering agencies between schools and business partners.

Parents, of course, must support the concepts of work-based learning for their son or daughter.

Students—the recipients and the participants—obviously should have opportunities for input.

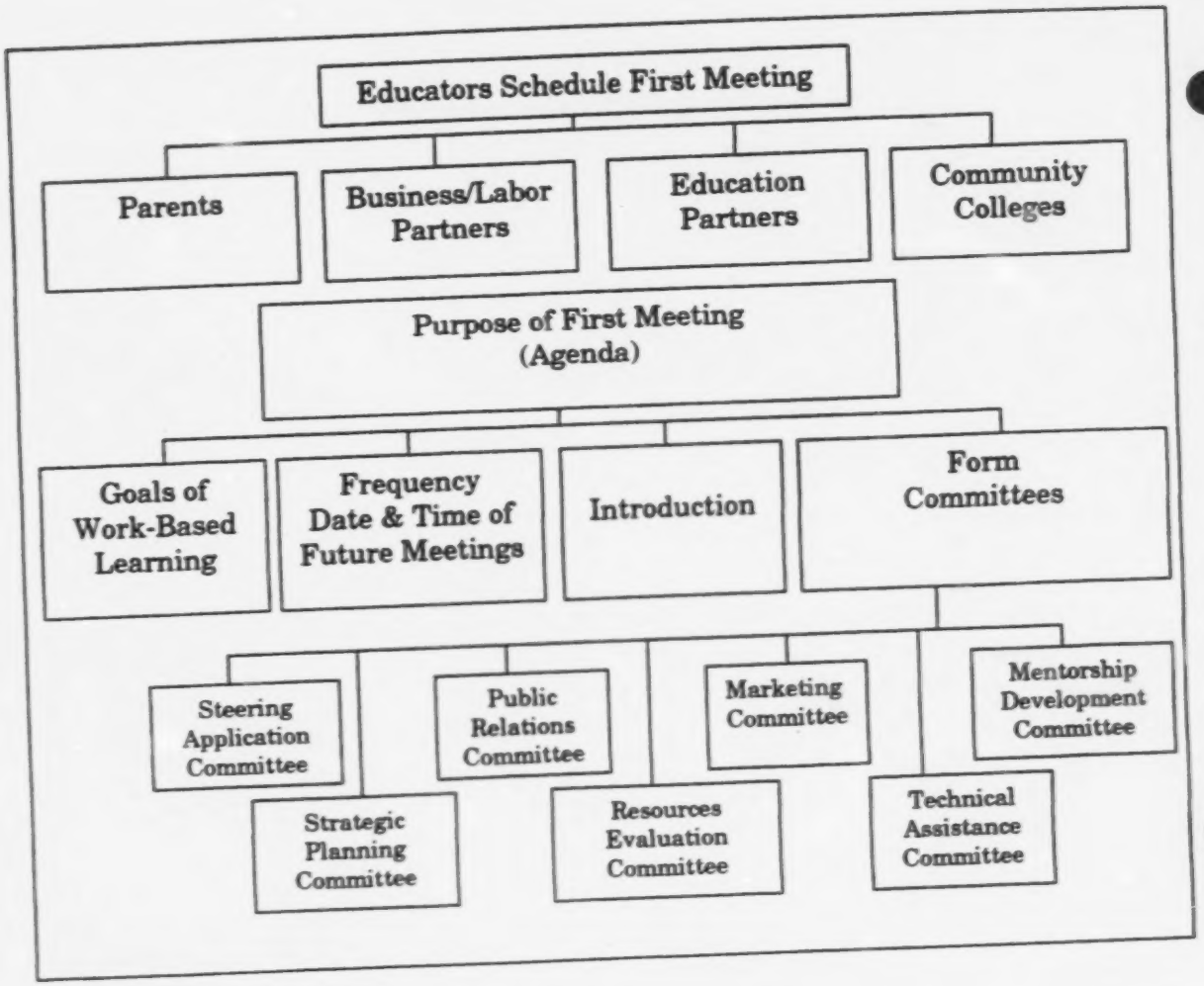
Other local community agencies, such as churches, Rotary, Kiwanis, and civic groups, can offer their facilities for training activities or forums for addressing work-based learning.

Once the stakeholders are identified, education must call a first meeting to get organized and launch the purpose and mission of work-based learning. The first step includes developing meeting schedule formats, agendas, and committee assignments within the stakeholder groups.

Most local school systems and community colleges that are starting work-based learning systems have assembled a local group to function as a steering committee. Often the group identifies co-chairs (one school representative and one business/industry representative) to lead it.

The agenda of the first meeting usually is to form an outline and decide on frequency, location, dates, and times of meetings. Then the group forms committees such as steering application, strategic planning, public relations, resources evaluation, marketing, technical assistance, and mentorship development. In forming the organization and committee structure, remember to get many community members involved rather than rely on a few to carry the whole load.

The following is a sample flow chart to help with understanding the beginning steps. The first meeting can be held at the most convenient location for all participants.


Educators Schedule First Meeting
Parents
Business/Labor Partners
Education Partners
Community Colleges
Purpose of First Meeting (Agenda)
Goals of Work-Based Learning
Frequency Date & Time of Future Meetings
Introduction
Form Committees
Steering Application Committee
Public Relations Committee
Marketing Committee
Mentorship Development Committee
Strategic Planning Committee
Resources Evaluation Committee
Technical Assistance Committee

Chapter 2: What Is a Job Shadowing Experience?

- Definition
- Purpose
- Business Partner's Role
- Tips for Businesses Involved with Job Shadowing
- "Only the Shadow Knows" Activity
- "Job Skills Scavenger Hunt" Activity

Sample Forms:

- Job Shadowing Advance School Absence Notification
- Job Shadowing Business Partner Evaluation
- Job Shadowing Thank You Letter
- Job Shadowing Student Observations

What Is a Job Shadow?

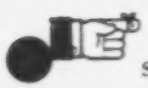
A job shadow is a work-site experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and the workplace. Some students job shadow only once a year, but many programs are realizing the benefit of multiple job shadowing experiences to help students better assess areas of career interest. Most schools use job shadowing experiences for students in the 7th through 12th grades.

What Is the Purpose?

A job shadowing experience helps a student accomplish the following:

- To begin to identify possible career interests.
- To observe the daily routine of adult workers.
- To gain an awareness of the academic, technical, and personal skills required by particular jobs.
- To develop and apply communication skills by interacting with and interviewing workers.
- To realize that different jobs are characterized by different work cultures and working environments.
- To understand the connection between school, work, and achieving goals.

What Is the Business Partner's Role?



The job shadowing host completes regular daily work while talking about it with the student. To help the student understand how the job fits into the company, the host should

take the student on a visit to other departments and describe how he or she works with the other employees.

Many business partners will have more questions relating to their roles in job shadowing experiences. The following page will help answer some of their questions.

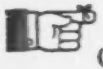
What Do I Do?

Tips for the Business Partner Engaged in Job Shadowing with a Student

For many students a job shadowing experience is a first entry into the real world of work. The following are some suggestions to consider when you act as a job shadowing host:

- **Be yourself.** This is essential. The students need to see what the world of work is really like. Take the student on a brief tour of the business, then just do what you would do on an average day. Throughout the job shadowing experience, explain the skills, responsibilities, education, and training required of your job.
- **Engage the student in active learning.** If possible, let the student do some hands-on tasks related to your work such as attending and taking minutes at a meeting, helping with a mailing, or doing a discrete task on the computer. The purpose is not to train the student but to give him or her a feeling for some of the activities in the day. There are also non-work activities that can give the student a sense of the work environment such as eating lunch in the cafeteria or accompanying workers on a break.
- **Explain the important aspects of your work and how they relate to other jobs in the company.** Share insights about your work and how it fits in with the company as a whole. Why is your work important? How do other people influence your ability to do your job? Bring up these subjects as you walk through different departments, take phone calls, or attend meetings. As you introduce the student to co-workers, explain how your work relates to theirs.
- **Explain how the work of your company affects the local community.** Put the work of your business in the larger perspective of the community. What products or services does it provide local customers? What environmental concerns does the business have to be aware of? Does the workforce of the company reflect the demographics of the local community?
- **Answer the student's questions as best you can.** While at school, the student will prepare questions for the experience: "What kind of training would I need to do your job?" "What do you like most about your job?" "What kinds of equipment do you use?" Be frank when answering the student's questions. If a question makes you uncomfortable or is inappropriate, explain that you prefer not to answer. If it regards confidential matters, explain your company's policy on proprietary information. If you do not know the answer to something, suggest ways the student might research the answer.

- **Explain how your work relates to math and science classes taken in school.** Share examples of your daily routine that require math, science, and English courses.
- **Be patient.** For many students, going to a job shadowing experience is the first time they independently leave the comfort zone of school. Being in a new setting around unfamiliar adults may make them more shy or nervous than they would ordinarily be. Be patient and supportive during the experience; listen carefully to what the student has to say and encourage him or her to ask questions.
- **Provide information requested by the school.** Generally, the school will want background information about you and your workplace before the job shadowing experience and will ask you to evaluate the experience when it is over. Supplying this information is essential to maintaining and improving job shadowing experiences for students and other businesses in the future.



The job shadowing experience can be very positive for the student and business partner. Often, the job shadowing experience is the first step a business partner will take as part of their work-based learning participation. **IF** the job shadowing experience is positive, the business partner participation in work-based learning may increase. Be sure to plan, communicate, and recommunicate to the business partner. This is a win/win situation!

Activity
Only the Shadow Knows

Grade Level: Secondary

Time: Varies; this activity will take several sessions to complete, including preparation, work-site visit, and "talking it over" after the site visit.

Note: Visiting a person at the workplace is often called "job shadowing." Job shadowing is more than a field trip. While part of the visit may include a tour of the facility, the goal is to have students experience what a job is really like. Job shadowing will be boring if the students only get to watch people working instead of actually doing something. Advance planning on the part of the activity's organizer and the work-site contact is needed to make this a successful experience for everyone involved.

Setting: One or more work sites in the community.

Materials:
- Newsprint or other large paper
- Markers
- "Making the Most of Job Shadowing" handout (one per work site)
- "Job Skills Scavenger Hunt" (one per child)
- Pencils
- Student's individual portfolios

Procedure:
Before the Site Visit:

1. Introduce the idea of job shadowing. Brainstorm a list of potential businesses in the community that students could visit. Explain that by visiting the places where people work and by spending time with people at work, they'll gain a better understanding of what people need to know and do to succeed in the world of work.
2. Contact one or more potential businesses. Based on the interests of the group, think about potential work sites to visit and the kinds of visits that will suit the group. For example, depending on the size of the group, the whole group could visit one worker at one work site or meet with different workers at one work site, or the whole group could visit more than one work site.

   If you don't have the name of a contact person at a business, call and ask whom you should talk to about arranging a visit. Tell the contact that the goal of your visit is to give the students in your group a basic understanding of various jobs and what someone needs to know and be able to do to succeed in that job. Tell them that the visit is also intended to help the students see connections between what they're learning now and the future. Share other information about your group,

such as the number of students and their ages, and any other expectations that you have about the visit. Identify possible dates for the visit.

Find out if the site has any limits on the visit length, the number of visitors, and their ages. Find out more about the work site such as the contact person and the names of participating staff and the types of jobs they do. Tell them you'll send a letter confirming the date, the number of students, and any other details that you've agreed upon. Enclose a copy of the "Making the Most of Job Shadowing" handout included with this activity.

Make follow-up contacts as necessary to make sure the people the group will visit are prepared to work with young students.

3. Make other work site visit arrangements, including transportation, meals, and other adult helpers to accompany the group on the job shadowing visit. If you're dividing the group, you'll also need to match the students with workers or work sites.
4. Notify parents of your plans. Give them a description of what the group will do and enclose permission slips. The permission slip should include the date and time of the visit, where you're going, transportation arrangements, what the child needs to bring or wear, space for a parent's signature and the date he or she signed the slip, and a deadline for returning the slip.
5. Prepare the students for the visit. Distribute the "Job Skills Scavenger Hunt" handout and talk about it with the students. Describe how they can use this tool to help them focus their attention during their visit. Review each of the categories that follow and ask what they think they might see that applies to each category when they're at the work site.

- **Math** – Does anyone use a calculator, cash register or scanner, or charts or graphs? Do they handle money? Do they use budgets or spreadsheets?
- **Reading and Writing** – Do workers need to read or write reports or fill out forms? Do you see books, manuals, or information posted on the wall? What types of things do people need to read and write?
- **Science** – Do workers look at specific aspects of earth, life, or social sciences such as plants, health, people's attitudes, and behavior? Do they take a scientific approach to parts of their job?
- **Creative Expressions** – How do people design their workplaces to be appealing? Do people work with designs, colors, creative writing, music, movement, or shapes?
- **Technology and Computers** – What tools do workers use to help them do their job? How do they use computers (for example, word processing, spreadsheets, design, and e-mail)?
- **Problem Solving** – What kinds of problems do workers come across and how do they solve them (for example, by working alone or with others)? How do they prevent problems? Do they think about consequences of different actions?
- **Teamwork** – How do people work together? Do they use group planning and goal setting to solve problems?

- **Interpersonal Skills** – How do workers consider the diversity of their coworkers and their customers? Do workers show appreciation and respect for people with all types of differences such as cultural or physical differences? Do workers use other languages? In what ways do workers need to get along with others?
- **Leadership** – Are workers responsible for a project? Do they delegate to others? Do they take initiative to get things done?
- **Workplace Etiquette** – How do workers treat their coworkers and customers? How do they greet people on the phone and in person?

Once the students are orientated and prepared for the work-based learning job shadowing experience, it is necessary to assist the business partner with the job shadowing role.

The following page clearly identifies the business partner's role and how to "make the most of job shadowing."

Making the Most of Job Shadowing
The Business Role

What To Do Before the Students Arrive:

- Think about what you will do to involve the students at your workplace. Decide what tasks might be appropriate for students to participate in. Decide what you will need to do ahead of time or organize your day so the experience can be a positive one for you and the students.
- Make nametags for you and your coworkers to wear to help students remember your names.

What To Do During the Visit:

- Keep the students' job shadowing experiences active. Perhaps the students could wait on a customer, send a fax or e-mail message, complete an order form, run an errand, or record information.
- If the students attend a meeting, give them a role to play. Ask for their ideas about a workplace situation or project you're working on now.
- Change activities often. Try to find several short tasks for the students to do that last no more than 15 minutes.
- Keep tours short and general. Ask the students to look for specific things during the tour. For example, they could collect the job titles of people they meet or the names of equipment they see.
- Explain any special terms or vocabulary that are part of your workplace.

What To Talk About:

Consider telling the students the following information:

- About yourself and your work history, and your interests when you were their ages. Ask them what they're interested in now.
- The type of education and training needed for your job. How people in your job keep up with changes (for example, through on-the-job training, staff meetings, workshops, or continuing education).
- The school subjects that are important in your job. How students can prepare now for work like yours. Anything you would have done differently in or out of school to prepare for the world of work.
- What you like and don't like about your job.
- One answer to the inevitable question, "How much do you make?" is "The salary range for this job is . . ."

Job Shadowing Scavenger Hunt:

- Distribute the following page to students who will be job shadowing.
- Direct students to write an example of each skill when they observe it during their job shadowing experience. (It might be necessary to give students examples.)

Job Skills Scavenger Hunt
(Secondary)

Your Name: _____

Name of Business Partner: _____

Host's Name: _____

When you see a skill in action, write an example of it in the box.

Creative Expression	**Interpersonal Skills**
Math	**Technology and Computers**
Leadership	**Reading and Writing**
Workplace Etiquette	**Problem-Solving**
Science	**Teamwork**

The following sample forms may be used for job shadowing work-based learning experiences:

- Job Shadowing Advance School Absence Notification
- Job Shadowing Business Partner Evaluation
- Job Shadowing Thank You Letter
- Job Shadowing Student Observations

Sample

Job Shadowing

ADVANCE SCHOOL ABSENCE NOTIFICATION

This is to notify you that _____ will be excused from
(Name of Student)

school on _____ to participate in Job Shadowing. This is to be
(Date)

treated as a work-based learning experience. The student agrees to arrange for make-up work prior to the job shadowing experience.

Job Shadow Location_____ Date_____ Time_____

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE BEEN NOTIFIED.

_____
(Attendance Office)

TEACHER'S SIGNATURE	SUBJECT	Makeup Required	
		Yes	No
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

NOTE: Return to Work-Based Learning Coordinator (Keep copies of all forms for future use.)

Sample

Job Shadowing
BUSINESS PARTNER EVALUATION

Thank you for participating in job shadowing and hosting a high school student. In an effort to improve the job shadowing experience for business partners and students we would appreciate you completing this evaluation.

Business Name: _____
Employee Name/Title: _____
Student Name: _____

1. **Please indicate the level of job interest demonstrated by the student.**

   _____Not interested _____Somewhat interested
   _____Moderately uninterested _____Very interested

2. **Did the student ask questions directly related to the application of skills required for the job?**

   _____Yes _____No

3. **Did the student ask questions about training/education required to perform the job?**

   _____Yes _____No

4. **Did the student have the opportunity to interact with more than one individual during the Job Shadowing experience?**

   _____Yes _____No

5. **Did the student dress appropriately for the environment in which the Job Shadowing took place?**

   _____Yes _____No

6. **Please comment on the amount of time that was required for the Job Shadowing experience:**

   Days: _____ Hours: _____

   _____Too Long _____About Right _____Not enough time

7. **What could have been done to help make the experience more meaningful for the student and/or the business partner?**

   _____

   _____

8. **Would you participate in Job Shadowing again?**

   _____Yes _____No

   Comments: _____

   _____

Return to: Work-Based Learning Coordinator _____
School Address _____ **City/State/Zip** _____

Sample

Job Shadowing
Thank You Letter (from Student)

Remember that writing a thank you letter to your job shadow host is very important to the success of work-based learning. Write your letter and prepare an envelope the same night that you do your job shadowing. It is important to return your note to the Work-Based Learning Coordinator the following day.

When you write your letter, remember to do the following:

1. Be *neat*.
2. Watch your spelling.
3. Begin your letter with a sentence that specifically thanks the business partner for allowing you to spend time at his/her place of work. For example, "Thank you for taking time out of your schedule to meet with me during my job shadowing experience yesterday."
4. State something *specific* that you learned or enjoyed during the experience. For example, "I learned a great deal about how an engineer uses computers, and I really enjoyed taking a tour of the facility."

Sample Thank You Letter

March 1, 1999

Name
Title
Company
Street Address
City/State/Zip

Dear Mr./Ms. _____:

Thank you for giving me the opportunity to shadow you yesterday. I realize that this took time away from your regular responsibilities, and I am most grateful for all the information you were able to provide regarding your job at ACME.

Last evening, as I shared by experiences with my friends and family, I became more convinced that the field of accounting is the correct field for me. My math, organizational, and computer skills are right in line with the skills and abilities needed in the accounting field. I plan to take more computer classes next semester as you suggested.

Now that I am convinced that the Business & Management CAM Endorsement area and the accounting field should be my focus, I will be able to set some goals for my education plan. Again, thank you for your part in enabling me to plan for my future.

Sincerely,

Your Name
Address
City/State/Zip

Use *your own words* and personalize your letter for your situation.

Sample

Job Shadowing
STUDENT OBSERVATIONS

Work Site_____ Student_____

Business Host _____

Department _____ Date_____

Time Reported in at Site _____

Time Reported out at Site _____

1. Who was your department supervisor?_____
2. Was he/she prepared for your visit?_____
3. Did your supervisor explain procedures, protocols and customary practices at the worksite?
   _____Yes _____No
4. How would you rate your job shadowing experience?
   _____Excellent _____Good _____Not Very Good
5. Describe your job shadowing experience_____
   _____
6. Write down one interesting thing you learned_____
   _____
7. What skills are necessary to work in the job you shadowed? _____
   _____
8. What kind of training/education is necessary to work in this job?_____
   _____
9. Did you see a connection between your school courses and your job shadowing observation?
   _____
10. Did the experience change your mind about your career plans?
    _____Yes _____No
11. Comments:
    _____
    _____
    _____

NOTE: Return to your Work-Based Learning Coordinator

Teacher Externships

Why not take the same idea behind student work-based learning experiences and develop an experience for educators that will introduce and expose them to the rapidly changing world of work for which they are preparing their students?

Encouraging educators to spend a little time in the "real world" and exposing them to the needs of businesses are excellent ways to connect activities. During the externship, teachers experience activities that can be incorporated into their lesson plans.

The goal and purpose of teacher externships are to give educators an up-close look at the skills students will need to apply for and keep local jobs.

While planning teacher externships, it is important that the business partner understands the purpose of the externship. For instance, an educator who schedules an externship with an accounting firm might anticipate an experience with an accountant. If the business partner assigns the educator to work with the office secretary who provides experience in filing and accessing computer skills essential in the secretarial field, the expectations of the educator are dismantled.

Be aware that it is necessary to communicate expectations of the business partner and educator CLEARLY if the externship is to be successful.

Teacher Externships Lead To Understanding of Life-Long Learning and a Realistic Image of Skilled Trades Careers

Sally, a secondary math teacher in an urban school district, had the opportunity to participate in a teacher externship associated with a skilled trades career. Sally's externship was coordinated through the Work-Based Learning Coordinator and a business partner. The externship lasted five (5) full days during the summer and Sally was paid a stipend for her participation. A large part of her externship involved observing and talking with a Journeyperson Industrial Electrician.

Sally: "I will admit, I thought skilled trades careers did not require very much education or continuous learning. My image of this career field included monotonous work with very little need for soft skills."

"This externship proved me wrong in many ways concerning skilled trades careers. While talking with my assigned journeyperson, I realized that with all of the continuous education he had received through his employer it was the equivalent of a master's degree! As a math teacher, I observed how to apply math skills to actual skilled trades careers. Many times students ask me, "Why do I need to learn this?" Because of my externship I can now answer my students with a confident and correct correlation to skilled trades careers."

While Developing Teacher Externships, It Is Important To . . .

- Think creatively. Where would you most like to go?
- Listen actively. You can discover possibilities during professional meetings, at social events, or from television and radio programs.
- Pursue professionally. List the avenues available to you, including friends and professional acquaintances. Also call and send letters of inquiry to organizations.
- Prepare meticulously. Know clearly what you are asking for—the number of people involved, the time frame required, and the outcomes and benefits.
- Prepare evaluations for the final debriefing with the educators and businesses. Comments and suggestions will improve the next externships.
- Follow up quickly. Thank the organization for the work-site experience, and send along any publicity or promotional materials that mention the organization.

Having teacher externships as a part of work-based learning will increase the educator's knowledge of a specific career, and it will also market work-based learning. For instance, educators are great recruiters. Educators work with students on a daily basis and will be able to refer students to work-based learning experiences. If an educator has participated in an externship experience, he or she will understand the characteristics a student will need to be successful in his or her chosen career.

Elements of Successful Teacher Externships

It is important that the externships have meaning for the teacher and the business partner and provide information that will translate into activities that prepare students for the future. The externships should also help the teacher meet his or her curriculum and personal goals.

The following are four basic elements for a successful and meaningful externships experience:

1. **Ownership:** Both the teacher and the business partner must be invested in the development of a meaningful externship and follow-up in the classroom.
2. **Input:** By linking the externship to curriculum, a framework will be created that will enable the teacher and the business partner to understand that the work they are doing together will become part of what is taught in the classroom and will contribute to students' employability.
3. **Reflection:** Externships will present teachers with new information, which needs to be incorporated in both the content and process of teaching in the classroom. Time is required for understanding the connection between the skills taught in the classroom and the workplace.
4. **Accountability:** The externship is a means to an end; that end is improved student learning and quality professional development for teachers. Teaching methods may change to reflect the way "business" is conducted in the world of work.

The following are sample forms that can be used in the development and implementation of teacher externships:

- **Teacher Profile:** Assists with understanding the teacher's goals and objectives.
- **Business Partner Profile:** Assists with understanding the business partner's goals and objectives and includes direction to the business partner's work site.
- **Business Partner Agreement:** Provides detailed information regarding teacher externships.
- **Teacher Externships Checklist:** Provides food for thought for the educator before she or he can participate in the externship.
- **Teacher Externships Planning Document:** Documents externship objectives and curriculum development.
- **Questions To Ask Business Partner**
- **Sample Letter Confirming Externship**
- **Externships Journal:** Documents experience for reference at a later date.
- **Making the Curriculum Connection:** This form will assist the teacher to organize her or his observations.
- **Reflective Evaluation of Externship** – Teacher Externship
- **Reflective Evaluation of Externship** – Business/Industry Partner
- **Where Do We Go From Here?:** This form will assist with taking the next steps involved with externships.

Teacher Externship
TEACHER PROFILE

Name _____

Professional Address _____

Phone _____

Fax _____

E-mail address _____

The best time to reach me is _____

My School _____

Level I Teach _____

Subjects I Teach _____

These are some of the projects I am currently developing:

- _____
- _____
- _____

Curriculum projects/materials I hope to develop as a result of this teacher externship:

- _____
- _____
- _____

Thank you for your participation.

Teacher Externship

BUSINESS PARTNER PROFILE

Name _____

Professional Address _____

Phone _____

Fax _____

E-Mail Address _____

The best time to reach me is _____

I work at _____

Title _____

Job Description _____

These are some of the projects I am currently developing:

- _____
- _____
- _____

Directions to my business site:
(Please list directions by public transportation, cross street, landmarks, etc.)

_____

_____

Please identify educator's entrance door.

_____

Please list specific dress requirements.

_____

Please explain lunch arrangements.

_____

Thank you for providing the above information.

Teacher Externship

BUSINESS PARTNER AGREEMENT

Teacher's Name _____

School _____

School Address _____

School Telephone _____ Fax _____

Grade _____ Subject Area _____ Home Phone _____

Site Name _____

Site Address _____

Site Contact _____

Title _____

Telephone _____ Fax _____

Externships Duration:

Days/Weeks _____ Start Date _____ End Date _____

PURPOSE OF EXTERNSHIPS (Goals)

EXTERNSHIPS DESCRIPTION OF ACTIVITY:

SCHEDULE OF EXTERNSHIPS ACTIVITIES:

HOW WILL YOU EVALUATE THE SUCCESS OF THE EXTERNSHIPS?

Teacher's Signature _____

Company Contact's Signature _____

Teacher Externship
CHECK LIST

THINGS TO THINK ABOUT BEFORE GOING ON THE EXTERNSHIP

What day will the Externships begin?_____ End?_____

What is the expected arrival time?_____ Departure Time?_____

Where should the teacher report the first day?_____

Office Location?_____

Directions to the Externships site _____

_____

Where should the teacher park?_____

_____

What is the process for entering the company building?_____

_____

How should the teacher dress?_____

_____

Bring? (Lunch, notebook, example teacher plans)_____

_____

Teacher Externship
PLANNING DOCUMENT

Externship's Objectives:

Planned Activities:

Curriculum Development:

Proposed Means of Evaluating the Success of the Externship:

Materials Needed and Resources:

Teacher Externship

QUESTIONS TO ASK BUSINESS PARTNER

- What is the main purpose of the organization?
- What does this department do within the organization?
- What are your responsibilities?
- What is a typical workday for you?
- What other people do you work with?
- How are computers utilized in this job?
- What other new technologies are used in this department?
- How has technology affected your role?
- What type of education or training is required for your position?
- What type of education or training have you had?
- What new skills have you had to learn since you started working?
- How did you decide on this career?
- Will there be many jobs like yours in the future? How might this job change in 5 years? 10 years?
- What should I be teaching in my classroom to prepare students for employment in your company?
- What do you like most about your position?
- What do you like least about your position?

SAMPLE LETTER CONFIRMING EXTERNSHIP

Date

Business Contact
Business Name
Street Address
City/State/Zip

Dear Mr. Smith:

I am delighted that you have agreed to participate in Work-Based Learning Teacher Externships.

Two teachers from _____ High School will begin their externships on Monday, _____, 19____, and complete their Externships on Friday, _____. Their workday will begin at 9:00 a.m. and conclude at approximately 4:00 p.m.

Mr. _____ and Ms. _____ are looking forward to meeting you and your associates on Monday. The schedule that your business has arranged for the teachers includes meeting Ms. _____ and Mr. _____ the first day at your company's entrance, issuing a name badge and introducing each teacher to their business associate. We appreciate your willingness to schedule follow-up meetings on the first day and last day at your office.

Again, thank you for your support and commitment to Teacher Externships. This experience will help to ensure that our students are competitive in the workforce of today and tomorrow.

If you have any questions or concerns during the Externships, please call me at my office at _____.

Sincerely,

Externships Coordinator

Teacher Externship

EXTERNSHIP JOURNAL

Business Partner _____

Day _____ Time _____

Department Name _____

Contact Name _____

Title _____

Telephone _____

DAILY ACTIVITIES: (List)

COMMENTS CONCERNING THE ACTIVITIES YOU OBSERVED:

QUESTIONS TO ASK BUSINESS PARTNER:

OBSERVATIONS LINKING EDUCATION-TO-CAREERS:

NOTES AND OTHER COMMENTS:

Teacher Externship
MAKING THE CURRICULUM CONNECTION

The teacher can use this form to help organize observations during the Externships.

Learning Standards Please identify the standards on which you will focus.	**School-to-Career Competencies** Please choose competencies you will focus on for your Externship.	**Externship Observation** What skills/standards do you observe in the workplace?	**Changes/ Enhancements to Classroom Teaching** What content or methodology changes are a result of your externship observations?
	Communicate and understand ideas and information		
	Collect, analyze, and organize information		
	Identify and solve problems		
	Understand and work within complex systems		
	Use mathematical ideas and techniques		
	Use technology		
	Initiate and complete entire activities		
	Act professionally		
	Interact with others		
	Learn and teach on an ongoing basis		
	Take responsibility for career and life choices		

Teacher Externship
REFLECTIVE EVALUATION OF EXTERNSHIP

Name: _____

School: _____

Business partner: _____

Length of externship experience: _____

1. What was the most important thing you learned from this experience?

2. What did you observe during this experience?

3. Has this experience resulted in a change in your teaching and classroom management?

4. How has this experience benefited your students?

5. Did you achieve your goals for the externships?

6. What advice would you give others participating in future externships?

Business/Industry Partner

REFLECTIVE EVALUATION OF EXTERNSHIP PROGRAM

Business _____

Address _____

Employee _____

Title _____

1. Please describe your experience hosting a teacher externship.

2. Would you recommend the externship experience? Why? Why not?

3. What documents and suggestions do you have that would improve the externship program?

Teacher Externship
WHERE DO WE GO FROM HERE?

Communication is key to the continuation of the partnership you have begun during the externship experience. The answers to the following questions will help ensure that the next phase will happen by planning how you will communicate with your business partner when you return to your students.

1. What will your main form of communication be during the school year?

   Evening phone calls from home?

   E-mail?

   Phone appointments in the late afternoon?

   Regular visits to the classroom or business?

2. Share whatever information you need to make that possible.

   Set up as many dates and times as are possible now.

3. When will the externship partners come to the classrooms?

   What will they do when they visit?

   Observe?

   Do a demonstration?

   Read a book?

   Participate in regular activities?

4. How comfortable is the business partner with the classroom situation?

   Does he or she need instructions or support to become better prepared and more comfortable?

   What can the teacher(s) provide to help?

5. Will teachers and/or students visit the business site during the school year?

   When?

   What will you do there?

Skill Development Sample Forms

This chapter concentrates on sample forms that can be used in the development of work-based learning. These forms have been used in previous work-based learning experiences and have been updated, corrected, and edited many times. It is important to note that these are sample forms and will provide you with guidelines for developing your own forms. Remember that customizing work-based learning to meet the needs in your area will ensure a successful experience. These forms are provided just to get you started.

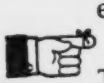
The following sample forms are provided in this chapter:

- Criteria Form
- Application Form
- Interview Form
- Recommendation Form
- Release/Permission Form
- Request for Testing Accommodation Form
- Training Agreement
- Training Plan
- Assessment Form

A description of **why** the form is used and **how** it has been developed follows. Defining each form will help you understand its importance and why the form is being recommended for use. These forms are necessary to ensure an effective work-based learning experience for students, business partners, educators, and the community.

Criteria Forms

The first sample form mentioned is the **Criteria Form**. This form's primary purpose is to provide an outline of what is required of a student in order for them to participate in work-based learning. A criteria form generally lists a minimal grade point average a student must possess to participate as well as other standards—for example, attendance records, disciplinary action statements, and a desire to follow a career path that is related to the work-based learning experience for which they are applying. Criteria forms are usually developed for **specific** work-based learning. For instance, a cosmetology work-based learning experience may have different criteria than a drafting work-based learning experience.



Criteria forms are necessary for all skill development work-based learning experiences. These forms tell students about the requirements to be involved in work-based learning and provide written documentation that certain standards must be met for student

participation. Students should understand that while it is a privilege to participate in work-based learning, they are given a certain amount of freedom, which carries additional responsibilities. Meeting the criteria for work-based learning is only the first step.

Application Forms

Once the student has met the criteria, he or she may complete an application. Work-based learning **Application Forms** are used primarily to provide information about the student to the Work-Based Learning Coordinator and development team. The application form will provide information such as the student's name, address, and year in school. It may also include a section that asks the student why he or she is applying for a certain work-based learning experience. While the application is sometimes quite lengthy, it is a tool used to acquire as much information about the student as needed.

Many application forms request further information to be attached to the application itself. For example, a student's transcripts or teacher recommendation(s) may be requested. Sometimes it is necessary for a counselor or teacher to assist a student to ensure adequate completion of the application form before it is submitted to the Work-Based Learning Coordinator. The Work-Based Learning Coordinator will then distribute the application to the application committee which usually includes representatives from education and business.

The same application committee that is developing the work-based learning experience usually develops the application form. Including all members of the team in development will ensure a better product and one that is relevant for the students who participate in work-based learning.

Special Note

If your community is developing numerous work-based learning experiences, it might be beneficial to develop a **Common Application**. This common application can be used for all work-based learning experiences and will be more convenient for the counselors and students. Simply put, the students would fill out the common application and note the specific experience for which they are applying—for example, a student will review the criteria for the work-based learning experience of his or her choice. If the student meets all of the criteria, he or she will complete an application and select from a list of the work-based learning experiences for which he or she is applying.

There are three sample application forms provided. Be sure to customize the application to fit your needs. Since the application form may be your first contact with a student, it is important to receive as much information as needed.

Interview Forms

The student **Interview Forms** are used after a student has met all criteria for a program and has filled out an application. The student is then asked to interview for an opportunity

to be placed in a work-based learning experience. It is a good idea to interview before accepting a student into a work-based learning experience. By interviewing the student, you will be assured the student has selected an appropriate work-based learning experience and that he or she understands the commitment. The interview also provides an opportunity for the student to ask questions about the experience and bring up any concerns he or she may have.

The sample interview forms included in this chapter ask similar questions that would be asked on an interview for employment; therefore, it is a good idea to prepare students. Giving students tips on how to dress for the interview or even telling students that it is important to attend the interview a few minutes early will assist in interview preparation. The goal is to create a positive experience for students.

Interviewing is an art. If there will be more than one person interviewing students, it is a good idea to meet with everyone involved before the interviews begin. Explaining procedures and offering suggestions to the person interviewing the student will increase the reliability of the interviews.

These interview forms were developed with the student in mind. They were also developed with education experts and business experts. The collaboration of all team members is important to ensure a good product. Customize interview forms to fit your needs.

Recommendation Forms

Recommendation Forms are often used along with the Application Forms. Students are requested to ask counselors, teachers, coaches, and so on, to recommend them for work-based learning. The recommendation forms ask questions regarding the students' grades, attendance, attitude, and potential. Teachers spend the most time with students, and they will be able to provide accurate information about students. Recommendation forms are also good practice for students. In the "real world," references are needed for interviews and possible employment. Beginning this practice at an early age is a great experience for students.

How are the references turned in? The student is responsible for turning in all of the requirements of the application, including the recommendation forms. A signature is requested from the teacher or counselor to safeguard any falsification.

Recommendation forms are used in the application process as another tool to help understand the student and his or her potential for success in work-based learning. Before interviewing a student, it is essential to read their recommendations. Sometimes transcripts and grades do not accurately describe the student's ability to succeed.

The following recommendation forms will assist you in the development of your own customized forms. Perhaps a student is working part-time and he or she would prefer to use the current employer as a reference. If your development team will allow this type of reference, include it on your reference sheet. The development of the recommendation form is primarily at the team's discretion.

Release/Permission Forms

Participation in work-based learning often requires the approval of the student's parents and school. It may be the first time that a student has been allowed off campus during school hours. Students are afforded many freedoms that they have not been given before. Because of this, **Release Forms** are essential.

Release forms can range from permission to use the internet to permission to job shadow in a chef's kitchen. Whatever the reason, it is necessary that everyone involved be aware that the student is participating in an activity outside the classroom. For example, if a student is going to job shadow at a local computer software company and one of the student's tasks is to search for career information on the internet, the parents must be aware that the student is using the internet; the business must be assured the student will not surf the net dangerously; and the school must be aware that the student is at the work site. Release forms that include signatures will help communicate the student's activities and provide a safety net for work-based learning.

Request for Testing Accommodation Form

If the work-based learning experience being developed requires testing before a student can be accepted, a **Request for Testing Accommodation Form** is needed. For instance, if part of the entrance exam includes reading and the exam is timed, a student who has an individual education plan (IEP) may request that the time limitation be removed. Having a Request for Testing Accommodation Form will ensure that all students are given the opportunity to apply for the work-based learning experience and no barriers were created that would discriminate.

Training Agreement

All work-based learning skill development experiences must include a *Training Agreement*. The purpose of this agreement is to clearly identify the responsibilities of all people involved with skill development.

Responsibilities should be listed for the following participants:

- The student
- The participating school
- The business partner
- The work-based learning coordinator (educator)
- The instructor
- The parents

All of the people listed above are needed for the experience to be successful. Having everyone sign the Training Agreement will help ensure understanding. Development of the Training Agreement can be very time consuming, however, it is very necessary. There

are five Training Agreements included as samples in this chapter. It is important to note these are examples for you to use and must be customized.

Training Plans

The purpose of the **Training Plan** is to outline the activities that will be expected of the student that is participating in work-based learning. Since work-based learning is designed around specific career paths, it is important to identify what task(s) a student can participate in while exploring a career.

The Training Plan ensures that the student is not doing the same activity everyday while at the work site. Developed by the work-site supervisor and the student, the Training Plan outlines activities that a student will learn during the work-based learning experience. The Training Plan is a great advantage for a student and it increases his or her learning—for example, a student who is interested in being a chef might be scheduled to job shadow at a café downtown. With a Training Plan in place the work-site supervisor will be able to document and offer the student an opportunity to observe a variety of workplace skills. If Training Plans were not in place, the student's opportunities may be limited.

Assessment Forms

Assessment Forms are a large part of the continued improvement process. It is important to continually evaluate work-based learning, the business partners, students, and the school participation.

Sample Criteria Forms
(2)

Sample Form #1

Work-Based Learning Experience:
Criteria for Student Participation

- Submit a **complete** application.
- Submit a current high school transcript with a cumulative GPA of 2.0 on a 4.0 scale.
- Demonstrate a minimum 9th grade reading level.
- Complete the equivalent of Algebra 1, with at least a 2.0 on a 4.0 scale.
- Maintain good school attendance, missing no more than three (3) days of school the previous school semester, unless the student can document a serious illness, injury or family problems, or with recommendation from faculty/staff.
- Submit a current high school disciplinary action summary: a written statement on the school's letterhead, stating no major disciplinary action on record.
- Submit proof of health insurance.
- Have identified an interest in career path.

All students selected must . . .

- Be a junior or senior when participating in the work-based learning experience.
- Pass a drug test upon request at no expense to the student.
- Submit proof of age (driver's license or birth certificate).
- Maintain academic standards at school.
- Demonstrate the correct behaviors.

If you meet all of the above work-based learning criteria, you may begin filling out an application for the experience. Please see your guidance counselor to receive an application.

Sample Form #2

Rules/Criteria for Student Participation in Work-Based Learning

Before the student can begin a work-based learning experience, it is absolutely essential that certain rules and regulations be strictly observed. The business partner is taking his/her time to train and guide the student through work experience in a specific career path. The student will be receiving academic credit for approved work-based learning experience. The student is preparing for the world of work and establishing a reputation and record that will follow him/her after graduation. Therefore, it should be understood from the start that any student who does not take his/her work and responsibilities seriously or fails to abide by any of these rules and regulations or those of the business partner will be immediately terminated from the work-based learning experience and returned to the school classroom.

1. To be eligible for and remain in the work-based learning experience, the following guidelines must be met:
   a. recommendation by the instructors
   b. 70% average with no failures or incompletes
   c. no more than three absences per school year
   d. clean disciplinary record
2. No student learner will be excused from school to participate in work-based learning without a completed Training Agreement and Training Plan.
3. The student must provide his/her own transportation to and from the place of work-based learning.
4. If a student cannot report to the work-based learning experience for any reason, they must call the business partner. The student must also contact his/her school.
5. A signed Weekly Progress Report must be turned in and discussed with the instructor each week during an agreed-upon period. Failure to keep the Progress Reports current may result in an incomplete grade for the marking period or removal from the work-based learning experience.
6. The following should be brought to the immediate attention of the work-based learning coordinator:
   a. any change concerning job shadowing placement
   b. difficulties with work-based learning or school
7. Information regarding Saturday detention and tardies to school that affect work-based learning program.
8. All students who participate in work-based learning will be required to attend the annual Appreciation Banquet.

It is important that all involved individuals understand and agree to the above regulations.

Student's Signature _____

Parent or Guardian's Signature _____

Sample Application Forms
(3)

Sample Application #1

WORK-BASED LEARNING APPLICATION

Instructions: *Fill out the application in your own handwriting.* ***Use black ink.***

Date _____

Please check the experience for which you are applying:

_____	Agriculture	_____	Pre-Management
_____	Construction	_____	Graphic Arts
_____	Health	_____	Design

Name _____
(First) (Middle) (Last)

Present Year in School _____ GPA _____

Name of High School _____

Social Security # _____ Age ____ Home Phone Number _____

Home Address _____
(Street) (City) (Zip Code)

Mother/Guardian _____ Home Phone _____

Employed at _____ Work Phone _____

Father/Guardian _____ Home Phone _____

Employed at _____ Work Phone _____

What are your plans after high school?

_____	Workforce	_____	Four-Year College/University
_____	Community College	_____	Apprenticeship Program
_____	Technical Training	_____	Entrepreneurship
_____	Military	_____	Other _____

What are your career goals?

List any school/community service activities, honors, organizations, interests (Examples: cheerleading, football, student council, etc.):

Do you have any responsibilities or obligations which would interfere with your ability to commit time after normal school hours to this program? (Examples: sports, community activities, employment (paid or volunteer)?

Yes _____ No _____

If yes, please explain:

STATEMENT OF PURPOSE

Please describe why you want to be selected for the work-based learning experience to which you are applying. What do you hope to gain from participation in this program? Your statement is to be in your own handwriting.

All statements and information provided within this application are true and correct.

_____ _____

(Student Signature) (Date)

PARENT/GUARDIAN AUTHORIZATION TO APPLY FOR WORK-BASED LEARNING EXPERIENCE

I give permission for _____ to apply for _____ work-based learning; he/she has reliable transportation. I hereby authorize the school district to release all necessary school records to prospective Business Partners who are providing work sites for the program.

Signatures:

Parent/Guardian: _____ Date: _____

Student: _____ Date: _____

Please note: You will be asked to provide additional information after your application has been received and processed (i.e., automobile insurance documentation, copy of birth certificate).

HIGH SCHOOL FACULTY/STAFF RECOMMENDATIONS

Student's Name: _____

Student's School: _____

Three faculty/staff recommendations are required as part of the application process. The characteristics/traits that will be evaluated for each candidate include appearance, attitude, citizenship, ability to cooperate, courtesy, dependability, initiative, promptness and attendance, and reliability.

List three faculty/staff members from whom you will be requesting an evaluation of your character. *(Please print first and last name.)*

1. _____

2. _____

3. _____

APPLICATION CHECKLIST

Each of the following is enclosed:

_____ A high school disciplinary action summary (a written statement on the school's letterhead stating no major disciplinary action on record is sufficient)

_____ High school transcripts demonstrating an overall GPA of 2.0 on a 4.0 scale and attendance record

_____ This application submitted by the deadline

_____ All blanks and questions are filled in the application

_____ _____

Signature of School Representative Date

In addition to this completed application, a typed résumé may be submitted.

Sample Application #2

Work-Based Learning Application

Thank you for your interest in work-based learning. In order to be accepted into work-based learning, you need to complete the following steps.

Step 1	Carefully complete the attached application – please print in ink or type your application. Be as specific as possible in your answers. Special attention should be given to page 2 (the narrative).
Step 2	Write the names of three faculty/staff members to serve as your references – use the attached form. (Return this form immediately to _____.)
Step 3	Return your completed application form to _____ by _____.
Step 4	The application will be reviewed by business partner representatives who will select students for an interview.

Work-based learning opportunities are limited, therefore the competition is very keen. Please be as careful as possible in completing all necessary paperwork.

PLEASE PRINT IN INK OR TYPE

Name:_____ Birth Date:_____
(Last) (First) (Middle)

Social Security Number:_____Today's Date: _____

Home Address:_____

Father/Guardian:_____Home Telephone:_____

Place of Employment:_____Work Telephone: _____

Mother/Guardian: _____Home Telephone:_____

Place of Employment:_____Work Telephone: _____

Are you currently employed? Yes ____ No ____
If NO, have you ever been? Yes ____ No ____
If YES to either question, where?_____
What did you do?_____

Current employer's name and address: _____
Supervisor's Name:_____Telephone No._____

Have you or are you currently taking:

Algebra 1? Yes____ No____ If Yes, what grade did you receive?_____

Science? Yes____ No____ Level____ If Yes, what grade did you receive?_____

English? Yes____ No____ Level____ If Yes, what grade did you receive?_____

Communications? Yes____ No____ Level_____ If Yes, what grade did you receive? _____

How many days of school have you missed so far this year? _____
How many days of school have you missed during the last school year? _____
How many times have you been tardy to classes? _____

List school or community activities:

List honors you have received:

What are your career plans after high school?

Statement of Purpose:

Please describe (1) why you want to be selected for work-based learning; (2) what skills and abilities you bring to the experience; (3) what you hope to gain from participation in work-based learning. (Your statement should be in your own handwriting.)

Additional Information:

Is there any additional information you would like us to consider in evaluating your application?

YES _____ NO _____ If YES, please summarize below.

Faculty/Staff Recommendation

Student's Name:

_____

Three faculty/staff recommendations are required as part of the application process to work-based learning. The characteristics/traits that will be evaluated for each candidate include appearance, attitude, citizenship, cooperativeness, courtesy, dependability, industriousness, initiative, promptness and attendance, and reliability.

List three faculty/staff members who know you well enough to provide an evaluation of your character.

1._____

2._____

3._____

Please return this form to_____ or to his/her mailbox.

Sample Application #3

Work-Based Learning

Name_____ Date_____ Grade_____

Address_____Telephone_____

Birthdate _____ Social Security No. _____

High School Counselor's Name_____

Extra Activities_____

_____

Career Interest:_____

What kind of work-based learning experience would you like to participate in?

_____

What do you plan to do after high school graduation?_____

_____

What are your future education plans?_____

_____

What would you like to be doing in five years?_____

_____

Education:_____

What is your present schedule?

	HOUR	SUBJECT	TEACHER	ROOM
1.				
2.				
3.				
4.				
5.				
6.				

What courses do you plan to take next year?

Do you have transportation available? Yes _____ No _____

Faculty Recommendations: _____

List three teachers who would recommend you for work-based learning.

1. _____
2. _____
3. _____

Family Background: _____

Father (or guardian): _____ Occupation: _____
Address (street/city/zip) _____

Mother (or guardian): _____ Occupation: _____
Address (if different from above) _____

Additional Remarks:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sample Interview Forms
(2)

Student Interview Form #1
for Work-Based Learning Experience

Interviewer: An evaluation form should be completed for each candidate interviewed. Points will be assigned for each category as follows:

1 = Poor 2 = Satisfactory 3 = Good 4 = Excellent

There is a place for comments under each category. General comments should be written on the back of the last page.

The student will also receive points for his/her attendance, punctuality, and grades for the last two semesters. These points will be tallied for each student and used to place him/her with partner companies.

Student Name: _____ High School: _____

1. Student's Appearance ..... ☐
   Comments:

2. Communications Skills ..... ☐
   Comments:

3. Motivation ..... ☐
   Comments:

4. Extracurricular Activities ..... ☐
   Comments:

5. Initiative (Describe a project they initiated and completed either in school, at home, or at a job) ..... ☐
   Comments:

6. Problem Resolution Skills (How do they resolve conflict?) ..... ☐
   Comments:

7. Attendance ..... ☐

3 = Excellent	2 = Good	1 = Satisfactory	0 = Unsatisfactory
0	1-4	5-7	>7

8. Student's understanding of work-based learning experience applying for ..... ☐

Total Points ☐

Sample Interview Form #2

Interviewer's Comments

Interviewer's Name:_____ Date:_____

Student's Name:_____

School: _____

Student's Attitude
(please circle)

poor fair good excellent

Student's Level of Interest
(please circle)

poor fair good excellent

Comments:

_____

_____

_____

_____

Please circle
Based on this initial interview, would you recommend this student for (specific) work-based learning?

Yes No

If not recommended, why?

_____

_____

_____

_____

Sample Recommendation Forms
(2)

Sample Recommendation Form #1

CONFIDENTIAL
FACULTY RECOMMENDATION SHEET

To: _____ Date: _____

_____ has expressed an interest in _____ work-based learning and has listed your name as a person who is familiar with her/his personality and possible future success.

Your cooperation is appreciated.

RATING SCALE: 1 = Excellent 2 = Good 3 = Average 4 = Fair 5 = Poor

_____ (1) Appearance

_____ (2) Attitude

_____ (3) Cooperative

_____ (4) Dependability

_____ (5) Initiative

_____ (6) Promptness and Attendance

_____ (7) Reliability

COMMENTS: (Please provide a brief written statement about this student.)

Faculty Member's Signature

_____

Title/Subject Taught _____

PLEASE RETURN TO _____ BY _____

Sample Recommendation Form #2

RECOMMENDATION FORM FOR WORK-BASED LEARNING

Student _____ Date: _____

TEACHER RECOMENDATION: Initiate this form only when you feel a student should be recommended for work-based learning.

COMMENTS: _____

_____

_____

Teacher Signature _____ Date: _____

GUIDANCE EVALUATION	YES	NO
Student is maintaining a 70% with no failures or incompletes	____	____
Student is maintaining an acceptable attendance record	____	____
Student is recommended for placement	____	____

COMMENTS: _____

_____

_____

Guidance Counselor Signature: _____ Date: _____

NURSE'S RECOMMENDATION

The student is _____ is not _____ recommended for placement

COMMENTS: _____

_____

_____

Nurse's Signature: _____ Date: _____

BUSINESS PARTNER RECOMMENDATION

The student is _____ is not _____ recommended for placement

COMMENTS: _____

_____

_____

Business Partner Signature: _____ Date: _____

PRINCIPAL'S EVALUATION AND RECOMMENDATION

The student is approved _____ not approved _____ for entrance into work-based learning.

COMMENTS: _____

_____

_____

Principal's Signature: _____ Date: _____

PLACEMENT: _____

Sample Release/Permission Forms
(2)

Sample Form #1

SCHOOL RELEASE FORM FOR STUDENT PARTICIPATION IN WORK-BASED LEARNING

WORK-BASED LEARNING STUDENT'S NAME _____

WORK-BASED LEARNING EXPERIENCE _____

STARTING DATE _____

TODAY'S DATE _____

The following items must be completed prior to the start of work-based learning.

1. Notify Attendance Clerk
2. Notify School Nurse
3. Notify Home Room Teacher
4. Notify Business Office
5. Notify Phys Ed Teacher
6. Notify Study Hall Teacher

This form must be completed and returned to the Work-Based Learning Coordinator prior to being released from school to begin work-based learning.

_____

Work-Based Learning Coordinator

RETURN SHEET

If, for any reason, you are removed from work-based learning, notify the following persons:

1. Vocational Instructor
2. Attendance Clerk
3. Home Room Teacher
4. School Nurse
5. Phys Ed Teacher
6. Study Hall Teacher

_____ has been permanently terminated. The final day of work-based learning is/was _____.

Sample Form #2

Parent/Guardian Permission and Advisory Form

Dear Parent(s)/Guardian(s),

It is necessary that we advise you that your son or daughter will be observing various pieces of machinery during work-based learning. Each student will be given training on the safe use and care of each piece of equipment they may be observing. We do require that each parent be notified in advance of the student's observation of such equipment and ask that you sign the form below acknowledging such notification. Signing of this form in no way eliminates any rights that you or the student has in the event of an accident.

It is the student's responsibility to follow all safety rules and obey the mentor at all times. Because of the highly technical nature of some of this equipment, we must insist that all students come to class every day prepared to study in a proper manner. A student who intentionally abuses any of the equipment in the program will be held accountable for damages as a result of his/her negligence. A student abusive to either the instructor, the equipment, or his/her fellow students will be removed from the work-based learning experience.

I hereby give _____ permission to use the equipment as part of his/her studies in work-based learning.

I understand the conditions as outlined above and will help to ensure that my son or daughter cooperates fully so that he/she can have a safe and productive learning environment.

_____ _____

Parent/Guardian (Signature) Date

_____ _____

Instructor (Signature) Date

Sample Request for Testing Accommodation Form (1)

Sample Form #1

REQUEST FOR TESTING ACCOMMODATION

NAME: _____

ADDRESS: (street) _____

(city) _____ (state) _____ (zip)_____

TELEPHONE NUMBER: _____

PART I. Disability Requiring Accommodation (To Be Completed By Applicant)

List disability that you feel requires accommodation in order for you to take the selection tests:

_____

_____

_____

APPLICANT: _____ DATE: _____
(signed)

PART II. Accommodation Requested (To Be Completed By Applicant)

List specific accommodation suggestions that you feel will allow you to take the selection tests:

_____

_____

_____

APPLICANT: _____ DATE: _____
(signed)

PART III. Certification Of Need For Accommodation (To Be Completed By Licensed Professional)

The applicant named above has discussed with me the nature of the selection testing on _____. I hereby certify that the disability identified above should be accommodated as recommended by the applicant.

LICENSED PROFESSIONAL: _____
(print/type name)

TITLE: _____ DATE: _____

LICENSE NUMBER: _____

LICENSED PROFESSIONAL: _____
(signed)

**NOTE: Any falsification of the information contained in this certification will result in the removal or disqualification of this applicant from the program. Certification will not be accepted unless signed in writing by the licensed professional conducting the assessment and accompanied by the license number. No substitute for this form will be considered.

Sample Training Agreement
(6)

Sample Form #1

TRAINING AGREEMENT

Student Name _____

High School _____ Present School Year _____

Responsibilities

The Student Will . . .

1. Abide by the regulations and policies of the Business/Industry Sponsor and his/her home school.
2. Maintain an excellent attendance record.
3. Demonstrate positive behaviors on the job.
4. Maintain a cumulative GPA of 2.0 on a 4.0 scale.
5. Maintain a record of training and job-related experiences.
6. Provide own transportation.
7. Attend training promptly and regularly.
8. Demonstrate a high level of concern for safety.
9. Agree to follow Drug-Free Workplace policy as established.
10. Maintain open dialog regarding the work-based learning experience with school, business partner, and parents.
11. Provide prior notice of absence to the school and Business/Industry Sponsor.

Participating School Will . . .

1. Provide a process for funding for students' participation in work-based learning, if necessary.
2. Communicate with Work-Based Learning Coordinator and be aware of students' academics, attendance, and discipline record.
3. Award high school credit for work-based learning (amount to be determined by high school).

The Business/Industry Sponsor Will . . .

1. Prepare a schedule with coordinator, or organized and progressive work procedures to be performed at work site by the student according to training plan and provide a copy of training plan to student.
2. Provide an intense, active experience.
3. Assist in career guidance activities for students/parents.
4. Provide specialized training and work-site trainers/mentors.
5. Maintain open dialog with schools, students, and parents.
6. Be an active part of the evaluation process.
7. Comply with all state and federal laws pertaining to the workplace.

The student, during the process of training, will have the status of student neither displacing a regular worker now employed nor substituting for a worker that would ordinarily be needed by the Business Sponsor.

We, the undersigned, have read the Training Agreement, policies, and procedures for work-based learning, and understand the purpose and intents. A copy of this agreement shall be kept on file by both the home school and the Business/Industry Sponsor.

Student (Signature)/Date	Business/Industry Rep. (Signature)/Date
Parent(s)/Guardian (Signature)/Date	Work-Based Learning Coordinator (Signature)/Date
High School Rep. (Signature)/Date	

Sample Form #2

Education/Training Agreement
Work-Based Learning

This agreement is between School (District Name) (District Number) and (Employer Name) and (Youth Apprentice Name) (Social Security Number).

This agreement was prepared by (Name) (Date Prepared).

The undersigned parties agree to enter into a work-based learning experience for the purpose of educating the student named above in the (type industry).

The Work-Based Learning Consortium has been approved to operate a work-based learning program and will oversee implementation of this agreement.

The work-based learning experience will begin on (Date) and be completed on (Date).

A detailed schedule of courses and work is attached that identifies required courses for each semester, the hours of work-based learning, and the amount and type of credit to be awarded to each.

The student's signature and that of his/her parent or guardian authorize the school to release progress, grades, and attendance reports to the local consortium and the State Department of Labor while this agreement is in effect.

The Department may void this agreement upon application of the student, the school district, or the employer after a satisfactory showing of good cause.

The parties agree to the following responsibilities in the implementation of this agreement:

The Student Learner Agrees To . . .

- Meet the academic and attendance requirements established by the local Work-Based Learning Consortium.
- Observe company rules and other requirements identified by Business Partner.
- Participate in progress reviews scheduled with mentors, school personnel, and parents or guardians.

The Student Learner's Parent or Guardian Agrees To . . .

- Support the student in meeting the requirements of work-based learning.
- Work with the school and employer to ensure that transportation to and from the work site is provided.
- Participate in progress reviews with mentors, school personnel, and the student.

The School District Agrees To . . .

- Support the student in meeting the requirements of work-based learning.
- Work with the student's parent or guardian and the Business Partner to ensure that transportation to and from the work site is provided.
- Participate in progress reviews scheduled with mentors, the student, and the student's parent or guardian.

- Provide necessary academic and technical instruction and/or contract with a technical college to provide same.
- Follow the curriculum provided for the program for all occupationally related instruction.
- Monitor the academic progress of the student to ensure that high school graduation requirements are met as identified on the accompanying schedule.
- Award a high school diploma to the student upon successful completion of the program as outlines in the accompanying schedule.

The Business Partner Agrees To . . .

- Provide a work-based learning experience for the length of the agreement.
- Instruct the student in the competencies identified in the curriculum provided for this work-based learning experience.
- Authorize the mentor to attend training related to the program.
- Authorize the mentor to participate in progress reviews scheduled with the student, the student's parent or guardian, and school personnel.

The parties to this agreement shall also comply with the following assurances:

- No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any student program on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, or sexual orientation.
- Student must be provided with adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of state and federal law.
- The local Work-Based Learning Consortium will establish and maintain a grievance procedure for students, a copy of which will be given to and explained to the student at the beginning of the program. All Business Partners participating in the program must agree to follow the grievance procedures for work-related grievances on the part of students.
- No Business Partner shall hire a student who will displace any currently employed worker (including a partial displacement such as a reduction in the hours of non-overtime work, wages, or employment benefits).
- No work-based learning experience shall impair existing contracts for services or collective bargaining agreements. Any work-based learning experience that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
- All other safeguards that are identified by the State Department of Labor will be honored and observed.

Signatures:

Student: _____ Business Partner: _____

Parent/Guardian: _____ State Dept. of Labor: _____

School Representative: _____

Sample Form #3

Training Agreement for Work-Based Learning Experience

(STATE) vocational education regulations and standards/(STATE) and federal child labor laws require a written Training Agreement and Training Plan for each student in work-based learning.

Name _____ Social Security No. _____

Address _____

Telephone _____

Birth Date _____ Age _____

Student Career Objective _____ Work Site Placement _____

Date of Work-Based Learning Experience: Beginning _____

Business Partner _____

Address _____

Mentor/Supervisor _____ Telephone _____

Total Weekly Hours _____

Business Partner Responsibilities:

1. The Business Partner will adhere to all State and Federal regulations regarding employment, child labor laws, minimum wages, and workmen's compensation.
2. The student will be given a variety of assignments and be supervised by an experienced person.
3. A periodic evaluation of progress will be made by the mentor/supervisor on a rating form provided by the school.
4. The mentor/supervisor will arrange a conference with the coordinator when a trainee problem arises.
5. The Business Partner will provide necessary safety instruction throughout student training period.
6. The Business Partner will not emplo, a student/learner to displace a regular worker.
7. The Business Partner shall provide the student with information required by the (STATE LAW).
8. The Business Partner agrees to follow the plan for training by the program's instructors and the training supervisor appointed by the Business Partner, to give the students a variety of work assignments according to the training plan, and to provide comprehensive instruction under the direction of qualified personnel.
9. The Business Partner agrees to provide adequate equipment, materials, and other facilities required in order to provide an appropriate learning experience for the student-learner.
10. The Business Partner agrees to keep accurate records of the student's attendance and to notify the sending school if the student is absent without notification.
11. The Business Partner agrees to permit the school's representative(s) to visit the student and supervisor at the place of work-based learning to determine progress, obtain direct feedback, and make adjustments in the training plan whenever necessary.

12. The Business Partner will hold regular meetings between student-learner and Business Partner representatives to discuss progress, issues, and concerns.

Work-Based Learning Responsibilities:

1. The student agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. The student agrees to report problems to training supervisor and Work-Based Learning Coordinator.
3. The student will adhere to company policy.
4. The student must be regular in attendance at school and on the job. If unable to report to work-based learning, the student will notify Business Partner and Work-Based Learning Coordinator before the start of the normal workday.
5. Transportation is the responsibility of the student.
6. The student will report to school for designated meetings and instruction.

School Responsibilities:

1. The work-based learning experience is under the direct supervision of a school site coordinator/instructor.
2. The student will receive related instruction and safety instruction from the school instructor during work-based learning.
3. The site coordinator/instructor will visit the student and training supervisor on a regular basis at the training site.
4. Student transportation and insurance at school will follow (SCHOOL DISTRICT) policies.
5. The participating school agrees to award credits earned in the work-based learning experience toward the student's high school diploma.
6. The participating school district agrees to adhere to the curriculum and program regulations and standards of the (STATE) Department of Education and Work-Based Learning.
7. Regular meetings of work-based learners and site coordinators/instructors to discuss progress, issues, and concerns.

This memorandum is for the purpose of outlining the agreement between the school and Business Partner on the conditions of training to be given a student while in work-based learning. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

We, the undersigned, agree to the conditions and statements contained in this agreement.

Work Based Learning Student _____ Date _____

Parent or Guardian _____ Date _____

Business Partner _____ Date _____

Work Based Learning Coordinator _____ Date _____

Sample Form #4

TRAINING AGREEMENT

Student Name _____ School Year _____

As part of a comprehensive work-based learning experience developed to improve school-to-work transitions, this initiative is designed to benefit the students, business partners, schools, and colleges. In a collaborative effort to achieve a successful education program, all parties jointly agree to . . .

Business/Industry Site

1. Provide student learner opportunities for the above-named student enrolled in the _____ experience.
2. Assist educational agencies (secondary and postsecondary) in designing the curriculum for the _____ experience.
3. Provide the student with a mentor and participate in appropriate training for workplace mentor/supervisor(s).
4. Monitor progress of the student and work with all partners in evaluating effectiveness of the initiative.

Instructor/Coordinator

1. Provide student with technical instruction related to work-based learning and work with postsecondary institution to obtain maximum articulation of coursework.
2. Coordinate adequate staff development for all parties.
3. Provide adequate counseling and advice to student and to all participants, including parents.
4. Monitor progress of student and assist mentor as requested.
5. Act as contact/liaison for all parties named in this agreement.

Postsecondary (Community College)

1. Participate in the design and/or refinement of the work-based learning experience.
2. Expand opportunities and ensure smooth transition into postsecondary curriculum.
3. Provide flexible scheduling as appropriate to support student activities.
4. Participate in joint staff development programs and assist in the development of activities to support the initiative.
5. Assist partners in development of secondary workplace curriculum and assessment documents.

Parent(s)/Guardian

1. Grant permission and give support for the student participation.
2. Inform instructor/coordinator of facts vital to the performance and success of the student.
3. Provide transportation for the student.
4. Attend any meetings or activities designed to promote or assist the student.

Student

1. Be regular and prompt in attendance at school and at the work-based learning site.
2. Obey all rules and regulations at school and at the work-based learning site.
3. Maintain scholastic averages acceptable to school and the work-based learning site.
4. Communicate honestly with workplace mentor regarding job performance.
5. Communicate to Work-Based Learning Coordinator or instructor any concerns or conditions that are interfering with your progress at school or at the workplace.

Name of Business Partner	Business/Industry Representative
Instructor	Work-Based Learning Coordinator
	Postsecondary Representative
Parent(s)/Guardian	Student

Date

Sample Form #5

Mutual Expectations Agreement

1. Parties to the Agreement

Student Name	School
Title	Business Partner
Parent/Guardian	

2. Expectations for student

The student agrees to:

- Abide by company policy (e.g., to notify manager if late or absent)
- Seek assistance for personal and workplace problems
- Participate in the academic components of the work-based learning experience offered by the school and the workplace, including
  - Continue to pursue related *academic courses*
  - Participate in an *advisory group*
  - Complete a *special project* in the senior year
  - Maintain a *journal*
  - Maintain a *training notebook*

3. Expectations for the school

The school agrees to:

- Offer a school-based curriculum for students that enriches their learning including:
  - Academic courses related to work-based learning
  - Special project help
  - Regular meeting with advisory group
- Assist with course selection, time use, scheduling and career pathway decisions
- Assign a work-based learning coordinator who will foster effective communication links among the school, parents and guardians, and the student
- Assist in solving problems

4. Expectations for the business partner

The business partner agrees to:

- Structure learning by assigning appropriate work tasks
- Enable the student to learn the occupational area described in an attached training document
- Evaluate the student's progress periodically each year, sending at least one progress report to the school each semester
- Accord the student equal opportunity in all phases of the work-based learning experience, without discrimination because of race, color, religion, national origin, age, sex, disability, or marital status

5. Expectations for the parents and guardians

The parent or guardian agrees to:

- Support the student's effort
- Help him or her meet the terms of the contract (e.g., attendance, attire, academic courses, etc.)

6. Hours, Duration

Start date _____ Program length _____ Hours per week _____

Holidays _____ School vacation _____ Summer hours _____

- Students may choose not to attend work-based learning experience due to special exams (e.g., SAT), snowdays, etc. They should notify their business partner about schedule changes, in advance.

7. Signatures

Student	Work-Based Learning Coordinator
Address	Address
Date	Date
Parent or Guardian	Business Partner Representative
Address	Address
Date	Date

Sample Form #6

Letter of Understanding

Student's Name _____ School Year _____
(Last) (First) (Middle)

Student's Address _____

Student's Grade in School _____ Student's Age _____ Soc. Sec. No._____

Parent or Guardian _____ Telephone No. _____

1) Business: _____

2) Address: _____

3) Contact Person:_____ Telephone No. _____

Responsibilities

The Work-Based Learning experience will:

1. Provide opportunities to understand a career with exposure to all of the industry.
2. Provide an intense, active program.
3. Provide career guidance to students/parents.
4. Maintain open dialogue with schools, students, and parents.
5. Be an active part of the evaluation process.

The Student will:

1. Maintain an excellent attendance record.
2. Demonstrate positive behaviors while on work-based learning experience.
3. Abide by the regulations and policies of the business sponsors and his/her home school.
4. Maintain a solid academic performance.
5. Maintain a journal of training and work-based learning related experiences.
6. Demonstrate a desire to continue his/her education beyond high school.

The Parent or Guardian will:

1. Contact the Work-Based Learning Coordinator if there are questions regarding the work-based learning experience.
2. Support the student in the experience by seeing that the student complies with the requirements of the school and the business partner.

Sample Training Plan
(2)

Sample Form #1

Sample Training Plan
(School Year)

Student Name: _____

Job Title: _____

Supervisor: _____

Facility: _____ Division: _____

Duration of Experience _____

Duty Areas of Learning Experiences at the Training Station:

1. Computer Systems
2. Clerical Activities
3. Auditing
4. Data Entry
5. History Folders
6. Contract Employees

Outline of Learning Experiences at the Training Station:

Duty Area: **Computer Systems**
Tasks:
1. Develop skills in Lotus Notes.
2. Develop skills in MicroWord.
3. Develop skills in Excel.

Duty Area: **Clerical Activities**
Tasks:
1. Receive, forward, and file employee's property clearances.
2. Receive, file, enter, and forward address memos.
3. Distribute, enter, and file hourly employee Performance Evaluations.
4. Receive, forward, and file leave of absence memorandums.

Duty Area: **Auditing**
Tasks:
1. Audit hourly profiles, leave of absence memos, change of address memos, and performance evaluations.

Duty Area: **Data Entry**
Tasks:
1. Enter human resource information into computer using system software.
2. Enter changes to hourly profiles and employee addresses.
3. Enter the dates of the most current performance evaluations done on employees.

Duty Area: **History Folders**
Tasks:
1. Receive requests for history folder check-outs.
2. Keep track of history folder check-in and check-out.

Sample Form #2
Work-Based Learning Training Plans

WORKSHEET FOR DEVELOPING TRAINING PLANS

Name_____ Date_____

Name and Address of Business Partner_____

_____

Name of Business Partner Mentor_____

_____

Work-Based Learning Experience Objectives

1._____ 4._____
2._____ 5._____
3._____ 6._____

Outline of Work-Based Learning Experiences at the Business Partner Site:

1._____
- A._____
- B._____
- C._____
- D._____

2._____
- A._____
- B._____
- C._____
- D._____

3._____
- A._____
- B._____
- C._____
- D._____

4._____
- A._____
- B._____
- C._____
- D._____

SAMPLE TRAINING PLAN FORM #3
FOR WORK-BASED LEARNING

Student Name_____ **Student Phone**_____

Career Interest_____

Business Partner_____ **Business Partner Address**_____

_____

Semester_____ **Date**_____ **Business Partner Phone**_____

Career Description

_____

_____

_____

Duration of Experince _____

	Responsibility of				Importance of Task		
Work-Based Learning Experience	Classroom	Business Partner	Date Began	Date Mastered	Essential	Advantageous	Beneficial

Sample Training Plan Form for Work-Based Learning (cont'd.) **Page ____ of ____**

Work-Based Learning Experience	Responsibility of		Date Began	Date Mastered	Importance of Task		
	Classroom	Business Partner			Essential	Advantageous	Beneficial

Sample Assessment Forms
(5)

Sample Form #1
Periodic Work-Based Learning Evaluation

Please evaluate work progress by checking the appropriate column. This will be used to counsel students.

Characteristics	Needs Improvement	Average	Above Average	Excellent
Attitude				
Attendance				
Punctuality				
Dependability				
Works with others				
Follows directions				
Interest in work				
Courtesy				
Grooming				
Quality of work				
Quantity of work				
Accepts criticism				
Flexibility				
Knowledge of job				
Judgment				
Practices safety				

Comments/suggestions for improvement: _____

_____

_____

Sample Form #2

WORK-BASED LEARNING EXPERIENCE EVALUATION

Student _____ Date _____

Evaluator _____ Business _____

Please evaluate the student on all items that apply:

Performance Factors	Needs Improvement (1)	Fair (2)	Good (3)	Very Good (4)
Ability to Learn New Work				
Ability to Work Independently				
Accepts Responsibility				
Attendance				
Attitude				
Cooperates with Fellow Employees				
Courtesy				
Dependability				
Follows Instructions				
Initiative				
Personal Appearance				
Practices Safety				
Promptness				
Takes Care of Equipment				

Evaluator Comments: _____

_____

_____

Student Comments: _____

_____

_____

_____ _____

Student Signature Date Evaluator Signature Date

Sample Form #3

Work-Based Learning Coordinator Visitation Report

Student _____ Date _____

Training Station _____

Business Sponsor _____ Title _____

Time _____ Length of Visit _____

Purpose of Contact:

_____ Student Observation

_____ Student Evaluation

_____ Counseling

_____ Other _____

_____ Problem Resolution

Comments: Record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

_____ _____

Work-Based Learning Coordinator Date

Sample Form #4
Student Progress Report

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).

Rating Scale

1 = Excellent, above average
? = Acceptable, but improvement possible
3 = Not acceptable, needs significant improvement

Work Habits and Personality Traits (Related Competencies)	Grading Period Ending 1	2	3	4
Human Relations	*	*	*	*
Maintain appropriate personal appearance				
Maintain positive attitude				
Demonstrate interest and enthusiasm				
Demonstrate responsible behavior				
Demonstrate honesty and integrity				
Demonstrate orderly and systematic behavior				
Demonstrate initiative				
Demonstrate self-control				
Demonstrate appropriate creativity				
Adjust to change				
Make decision				
Use time-management principles				
Treat others fairly at work				
Foster positive working relationships				
Participate as a team member				
Demonstrate ethical behavior				
Show empathy for others				
Use appropriate assertiveness				
Demonstrate problem-solving skills				
Demonstrate negotiation skills				

_____ _____

Student Learner Date

_____ _____

Business Partner Representative Date

_____ _____

Work-Based Learning Coordinator Date

Sample Form #5

Student-Learner Progress Report

NAME OF SCHOOL

Address

Telephone Number

Student-Learner Progress Report

In order for the school to determine a grade for the student work-based learning experience, we would appreciate it if you would take a few moments to evaluate the general competencies listed below using the evaluation key. Place the numerical value in the appropriate training period.

Name of Student-Learner _____

Name of Business Sponsor _____

Evaluation Key		Work-Based Learning Period:		Evaluator's Initials
4-Very Good	(A)	#1 _____	to _____	_____
3-Good	(B)	#2 _____	to _____	_____
2-Average	(C)	#3 _____	to _____	_____
1-Below Average	(D)	#4 _____	to _____	_____
0-Unsatisfactory	(F)			

			Training Period			
			#1	#2	#3	#4
1.	**Attendance**	Reports to work-based learning regularly as scheduled.				
2.	**Punctuality**	Reports to work-based learning on time.				
3.	**Quantity of Work**	Performs all tasks assigned productively and promptly.				
4.	**Quality of Work**	Performs tasks accurately, correctly, and thoroughly.				
5.	**Job Knowledge**	Exhibits knowledge and skills needed to perform the job.				
6.	**Housekeeping**	Keeps work area clean and orderly.				
7.	**Job Training**	Speed with which student learns new tasks.				
8.	**Safety**	Practices prescribed safety measures.				
9.	**Flexibility**	Adapts to a variety of situations and assignments on the work site.				
10.	**Responsibility**	Assurance that assignments will be carried out.				
11.	**Attitude**	Shows interest and enthusiasm on the job.				
12.	**Initiative**	Is a self-starter and takes the lead in getting things done.				
13.	**Cooperation**	Acts in a friendly and appropriate manner with coworkers, supervisors, and customers.				
14.	**Maturity**	Displays appropriate personal conduct.				
15.	**Appearance**	Practices dress and personal grooming suitable for work.				
		Total Points				
		Average Grade (Divide by 15)				

Chapter 5: Description of Work-Based Learning Coordinator

Functions and Abilities

A Work-Based Learning Coordinator is a person skilled in administration, supervision, counseling, and teaching. The Coordinator maintains effective relationships with business partners in various fields and communicates with labor leaders, legislators, government officials, school administrators, faculty, parents, and students.

Functions

The functions of the Work-Based Learning Coordinator include the following:

1. Monitor the delivery of work-based learning experiences to include integrated academic and occupational skills in curriculum and instruction.
   - Organize and supervise the faculty teams charged with integrating academic and occupational content.
   - Coordinate the revision of curriculum to integrate school- and work-based learning experiences.
   - Ensure the delivery of experiences which meet academic and occupational standards.
   - Implement the recommendations of advisory groups (project staff and business partner representatives).
   - Coordinate school-site mentors and workplace mentor planning teams.
   - Assist with writing the training plan to identify the academic and occupational competencies to be attained by each student.
   - Coordinate the inclusion of the identified competencies in the curriculum.
   - Ensure the implementation of the modified curriculum.
   - Organize and monitor the student evaluation process.
   - Monitor the recordkeeping system.
2. Establish and maintain education and business liaisons.
   - Identify and recruit business partners and community-based organizations for participation.
     - Develop and implement incentives and rewards.
     - Develop and implement a marketing plan.
     - Provide ongoing support to participating business partners.
   - Provide business partner orientation training and support for workplace mentors. (Review *Illinois Workplace Mentor Training Resource Manual 1997*).
     - Provide examples of instructional strategies.
     - Coordinate work with special populations.
     - Promote general occupational and site-specific safety and health.
     - Facilitate the use of alternative learning styles.
   - Create work-based learning experiences based on student needs.
   - Organize and coordinate supervision of work-based learning.
   - Serve as mediator for any unresolved school-site/workplace conflicts.

3. Ensure a safe work-based learning environment.
   - Evaluate the safety and health information provided by the school-site mentor.
   - Coordinate the provision of safety and health instruction.
   - Compile accident report information.
   - Work cooperatively with the district health and safety designee.
4. Develop and maintain a monitoring system for work-based learning.
   - Set up a system based upon the overall project evaluation design.
   - Implement the evaluation system.
   - Collect and analyze the results.

Things To Keep in Mind

The following are essential considerations in selecting and training a Work-Based Learning Coordinator:

- Work-based learning sites may include all areas of potential business partners, including office-based occupations, field-based occupations, medical occupations, custodial occupations, law enforcement, accounting, and countless others.
- The school district and its designated personnel will be responsible for all matters related to the work-based learning.
- Work-based learning sites must be safe environments for students and school personnel.
- Work-based learning sties should serve various purposes: career awareness, career exploration, and career preparation, including the attainment of academic general workplace and occupational competencies.
- The primary purpose of work-based learning sites is education. They are extensions of the educational program of the school.
- The primary role of the Work-Based Learning Coordinator will be supervisory, coordinating the many aspects of the experience.

Knowledge and Abilities

The Work-Based Learning Coordinator must have . . .

- The ability to develop partnerships.
- The ability to set priorities.
- A knowledge of the task analysis process.
- The ability to effectively manage learning processes.
- The ability to effectively communicate verbally and in writing.
- A knowledge of child labor laws.
- A knowledge of safety and health issues.
- A knowledge of the organization and structure of the workplace.
- A knowledge of workplace competencies.
- A knowledge of career development systems.
- The ability to assist with writing a work-based learning training agreement and training plan.

Section V

Connecting Activities

Chapter 1: Connecting Activities and Transitional Activities V-1

Chapter 2: Mentoring – What Is It and Why Is It Necessary? V-3

Chapter 3: Nontraditional Connections/Nontraditional Activities V-13

Chapter 1: Connecting Activities and Transitional Activities

Connecting Activities

Connecting activities are a large part of work-based learning. Connecting activities include . . .

- School-site mentors—a liaison between the school and the work site.
- Integration of occupational skill standards and associated credentialing into the educational process.
- Follow-up studies on program completers.

Connecting activities also include the development of local partnerships, inservices for teachers, and the linkage of school districts to community services to ensure all students are able to fully participate (i.e., transportation assistance, as well as special services).

Fact: Between 40%-60% of school-age students are working; for most there is no connection between school and work. ("Vocational Education: Myth and Realities," *Vocational Education Journal*, 1993)

Why not connect students work experiences with career pathways and school-based activities? Forty to sixty percent (40-60%) of students work. Connecting their work activities with structured learning is a great opportunity for students, businesses, communities and parents.

Transitional Activities

Transitional activities include . . .

- Articulation with postsecondary institution—for example, community college and private postsecondary schools.
- Assistance with college applications, scholarships, and registration.
- Group tours of community colleges and an introduction to specific department heads.

Transitional experiences combine both career development and skill development in a progressive sequential manner. For example, sophomore students might be involved in a job shadowing experience with a local dentist. In the students' junior and senior years, they may participate in a more intense dental hygiene work-based learning experience (skill development). Following graduation from high school, these students could then transfer to a community college with articulated credit from the secondary work-based learning experience.

Chapter 2: Mentoring—What Is It and Why Is It Necessary?

Mentoring

The dictionary definition of a mentor is "a wise, trusted advisor . . . a teacher or coach." For a leader, mentoring is the role that has growth as its outcome. A mentor helps a person learn something that they could not have learned as well or as quickly without the mentor's help.

Mentoring in Relation to Coaching

Coaching is a process that one uses to help someone discover methods of handling new or difficult situations. Mentors use coaching and other methods to help people learn and master skills and knowledge. Coaching may be used to help someone discover ways to effectively apply new skills or knowledge. Mentoring is more of a name given to a relationship; coaching describes a process.

Qualities of Great Mentoring Partnerships

- Balance in a relationship is based on mutuality, interdependence, and respect.
- Truth reflects the qualities of honesty and integrity. Mentors give the student feedback that is frank and compassionately straightforward.
- Abundance describes a relationship that exudes generosity. In this relationship, people never take the other for granted. The relationship is celebratory and affirming.
- Passion fills the mentoring relationship. Mentors have deep feelings for their expertise and are willing to communicate those deep feelings.
- Courage is required for mentors to allow students the freedom to learn. Mentors foster courage in the student. Mentors must encourage the student to take a shaky step without the security of perfection.

Mentoring is a large part of work-based learning and requires commitment from the business partners. Before the mentoring aspect of the work-based learning experience begins, it is necessary to provide mentor training for business partners.

Content adapted from Chip R. Bell. (1996). *Managers as Mentors*. San Francisco: Berret-Koehler Publishers, Inc.

Mentor Training for Business Partners

Adolescence can be a turbulent time during which young people struggle to define their personalities and find their places in the world. While it is sometimes a challenge to work with adolescents, it is also very exciting and rewarding to be part of this period of rapid learning and personal growth. Adolescents involved in work-based learning

demonstrate their ability to take on adult responsibilities successfully and meet real-world challenges.

Mentor training will reinforce an awareness of adolescent development for the business partner and improve the student's work-based learning experience. The *Illinois Workplace Mentor Training Resource Manual 1997* is a great resource for mentor training and activities.

General Characteristics That Define Adolescence

- Early adolescence (ages 12 to 15; grades seven to nine)—As their minds and bodies go through rapid changes, young adolescents look for ways to understand the people they are becoming. Adolescents can be characterized by the following:
  - Frequently uneasy about trying new experiences
  - Anxious for peer group approval
  - Eager for adult status and privileges, but not adult responsibilities
  - Primarily focused on the present, rather than the future
  - Prone to generalizing and making strong value judgments
  - Learning to socialize with adults; especially interested in displaying these traits to adults other than parents
- Late adolescence (ages 16 to 18; grades 10 to 12)—Late adolescence is a time when young people begin to define more clearly a sense of self and test their ideas and interests in the context of the adult world. For most it is a period of burgeoning independence. The following traits are characteristic of late adolescents:
  - Eager for opportunities to make decisions
  - Sometimes apt to challenge authority
  - Very interested in physical appearance (their standard, not necessarily an adult's)

The aforementioned characteristics are very general, yet they begin to help business partners understand the students with whom they will be working. The following mentor application may be used with potential mentors to help you match your students with their mentor. (The mentor application is for a business partner/adult mentor.)

Mentor Application
Work-Based Learning Experience

Please fill out the following questionnaire.

General Information

Name _____

Street Address _____ Apt. # _____

City/State/Zip Code _____

Home Phone # _____ Work Phone # _____

Occupation and Job Title _____

Work Address _____

Date of Birth _____

With what ethnic group do you identify yourself?

_____ Asian _____ African American
_____ Hispanic _____ Native American
_____ Caucasian _____ Other: _____

Do you speak any other language besides English?

Background Information

1. How did you find out about the mentor program?

2. Have you ever been a mentor or a Big Brother/Big Sister to a teenager?
   _____ No _____ Yes (Please explain your experiences: pros, cons, etc.)

3. What involvement have you had working with teenagers?

4. Please tell why you are interested in the mentoring program and why you think you would be a good mentor. (Please use the back of this page if necessary.)

5. Do you presently have or have you ever had a problem with the use of alcohol or drugs?

_____ No _____ Yes

6. Have you ever been convicted of a crime?

_____ No _____ Yes

7. Do you have any physical or mental condition which may impact your ability to serve as a mentor?

_____ No _____ Yes

I understand that by submitting this application I authorize the (Your School Name) to make inquiries to the Bureau of Criminal Identification and the (Your State) Department of Children and Family Services concerning my suitability as a volunteer. The information requested in this application will be used for the purpose of determining my suitability as a mentor. All information will be held in confidence.

Signature of Applicant _____ Date _____

Please list the names of coworkers or friends that you think might be interested in mentoring.

1. Name/Company _____ Phone # _____

2. Name/Company _____ Phone # _____

3. Name/Company _____ Phone # _____

References
Please list the names and addresses of three persons who might act as references.

1. Name _____

   Address _____

   Work Phone # _____ Home Phone # _____

2. Name _____

   Address _____

   Work Phone # _____ Home Phone # _____

3. Name _____

   Address _____

   Work Phone # _____ Home Phone # _____

Please be advised that receipt of your application does not guarantee acceptance into the mentor program.

Please complete this application and return it to . . .

(Contact name and address here.)

Favorites

Please fill out this form. You will exchange this information with your student.

Name _____

Age _____ Birthday _____

Favorite type of food _____

Favorite kind of ice cream _____

Favorite movie _____

Favorite TV shows _____

Favorite sport _____

Favorite actor _____

Favorite actress _____

Favorite musical group _____

Favorite book _____

Favorite school subject _____

Favorite free-time activity _____

Favorite restaurant _____

Favorite place to visit _____

Any other favorites you have . . .

_____

_____

_____

Mentoring essentially matches an adult volunteer from the community with a student in a work-based learning experience. Students must receive permission from their parents to participate in a mentoring experience. The following is a Mentoring Parent Permission Form for all students to complete and turn into the Work-Based Learning Coordinator before their mentoring experience can begin.

Sample

Mentoring Parent Permission Form

Dear Parent/Guardian:

Your student has been selected to participate in Mentoring which matches a volunteer from the community with a student to serve as a one-to-one Adult Mentor. An Adult Mentor is anyone who serves as a model, friend, champion, coach or guide. A mentor will take a personal interest in the growth and development of your son or daughter.

The Adult Mentor will meet with your son/daughter once a week during school hours. You will be notified of all group meetings. The Adult Mentor may also have contact with your son/daughter by phone or mail.

We hope that you will agree to have your son/daughter become a part of this mentoring experience. We also hope that you will offer active support and encouragement to make this a successful experience for everyone involved. Please share this letter with your son/daughter.

If you have any questions, please call the school at (phone number)

_____

_____has my permission to be assigned a Mentor.

_____

Parent/Guardian's signature Home Phone Work Phone

Please return form to:

_____

Work-Based Learning Coordinator Phone

_____

Address City/State/Zip

Documentation of a student's work-based learning experience can be completed through a Mentoring Plan. The following example explains experiences the student will participate in and also requires various signatures for validity.

Sample

Mentoring Plan

Student Name_____ Social Security #_____ Age_____

Home Address_____ Home Phone_____Birth Date_____

Student's Career Objective_____

Work-Based Learning Coordinator_____ Phone _____

School/Address_____

COMPETENCIES TO BE DEVELOPED

(List competencies the student will experience)

COMPETENCY	Date of Evaluation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SIGNATURES

Instructor's Signature_____ Date_____

Student's Signature_____ Date_____

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

Chapter 3: Nontraditional Connections/Nontraditional Activities

Connecting activities are a large part of work-based learning experiences. Nontraditional connections provide students the opportunity to connect all careers to their gender. *Work-Based Learning Is for All!*

The following activities are great ways to connect all of your students to work-based learning:

Nontraditional Activities

1. Startling Statistics
2. What Is Your Gender Communications Quotient? (GCQ)
3. Bingo
4. Equity Predictions

(All activities were adapted and modified from the GIRLS COUNT, 1998 Activity Booklet.)

#1
Startling Statistics

Purpose:

To engage participants in thinking about women in traditional and nontraditional occupations.

Background Information:

This activity will begin to make the case for helping all students prepare well for their futures.

Use the statistics listed on the next page or collect your own. Good sources for finding statistics are high school academic departments, school district communication offices (for enrollment and graduation rates), census offices, popular magazines, corporate personnel offices, and college registrar offices. Graphs and charts about workforce statistics and trends are good materials from which to pull statistics.

Implementation:

Write one Startling Statistics question per card and prepare the cards so that each participant will have one pinned or strung on her or his back. The questions all relate to numbers. Each participant circulates around the room and asks five other people to estimate the answer to her or his question without revealing the actual question. Estimation is encouraged. These answers are recorded on the attached answer sheets. After five answers are collected, each person computes the average of her or his five answers.

When all participants have made their estimations and have computed averages, review the questions and answers. Facilitating a discussion about the implications of each question will begin to make the link between economic self-sufficiency and how educators can help student's plan well for their futures.

Startling Statistics Questions

1. Out of every ten women, how many will be in the workforce at some time in their lives?

2. According to the U.S. Department of Labor, there are 440 occupations in the United States today. About how many are women working in?

3. How much more can a woman earn in her lifetime if she chooses a nontraditional occupation rather than a traditional occupation?

4. Women make up 51% of junior and senior high school teachers. What percentage of high school principals are women?

5. What percentage of secretarial jobs do women hold?

6. What percentage of employed lawyers are women?

7. What percentage of women will be the sole support of themselves and their families at some point in their lives?

8. Women make up 52% of the U.S. population. What percentage are they of the U.S. science and engineering workforce?

9. What is the minimum hourly wage?

10. For every one dollar a man earns, a woman earns how much?

11. What was the average yearly salary offered to a student with a 1991 bachelor's degree in computer science?

12. What was the average yearly salary offered to a student with a 1991 bachelor's degree in mechanical engineering?

13. What was the average yearly salary offered to a student with a 1991 bachelor's degree in liberal arts?

14. What percent of Colorado businesses do women own?

15. Of the 200,000 male varsity basketball players who graduate from high school each year, how many will eventually get starting positions with a pro team?

#2

Startling Statistics Answers

1. Nine out of ten women will be in the workforce at some time in their lives. Eight out of ten women between the ages of 20 and 44 will be working. Their average working lives will be 34 years.
2. Women work in about 20 of the 440 occupations listed by the U.S. Department of Labor (U.S. DOL Statistics, 1990).
3. Women choosing nontraditional occupations can earn 150% of what women choosing traditional occupations can earn over their lifetimes.
4. 7.6% of high school principals are female.
5. 99.1% of all secretarial jobs are held by women. Women have historically worked in a limited number of low-paying occupations (i.e., clerical work, service work, and sales).
6. 13% of employed lawyers are women.
7. More than 50% of women can expect to be the sole support of themselves and their families at some time during their lives.
8. Women make up 15% of the U.S. science and engineering workforce. Why? What are the consequences? The fields of science and engineering currently offer high-paying employment and will need more qualified workers in the future. There is great potential for females to increase their participation in these fields.
9. Minimum wage is $5.15 per hour. A person working full-time year-round at a minimum wage job would make $8,840 annually. The poverty level is $11,890 for a family of three (one parent and two students).
10. For every one dollar a man earns, a woman earns approximately 67¢.
11. $33,200 per year (from *Career Futures*, Summer 1991)
12. $34,700 per year (from *Career Futures*, Summer 1991)
13. $21,700 per year (from *Career Futures*, Summer 1991)
14. Women own 33% of Colorado businesses. Two out of three new businesses in Colorado are owned by women. Colorado has the highest rate of female entrepreneurship in the nation.
15. 6 (*Math/Science Network*, 1988)

(Be sure to update answers as statistics change.)

What Is Your Gender Communications Quotient? (GCQ)

How much do you know about how men and women communicate with one another? The twenty items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, and hospitals—places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it is not an accurate description, mark it false (Sadker & Sadker, 1992 ed.)

1.	Men talk more than women do.	True	False
2.	Men are more likely to interrupt women than they are to interrupt other men.	True	False
3.	There are approximately ten times as many sexual terms for males as for females in the English language.	True	False
4.	During conversation, women spend more time gazing at their partners than do men.	True	False
5.	Nonverbal messages carry more weight than do verbal messages.	True	False
6.	Female managers communicate with more emotional openness and drama than do male managers.	True	False
7.	Men not only control the content of conversation, they also work harder to keep conversation going.	True	False
8.	When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	True	False
9.	Women are more likely to touch others than men are.	True	False
10.	In classroom communications, male students receive more reprimands and criticism than female students.	True	False
11.	Women are more likely than men to disclose information on intimate personal concerns.	True	False
12.	Female speakers are more animated in their conversational style than are male speakers.	True	False

The twenty items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, and hospitals—places where people commonly work and socialize. **Correct answers are indicated by bold, all capital typeface.**

1.	Men talk more than women do.	**TRUE**	False
2.	Men are more likely to interrupt women than they are to interrupt other men.	**TRUE**	False
3.	There are approximately ten times as many sexual terms for males as for females in the English language. (It's the opposite.)	True	**FALSE**
4.	During conversation, women spend more time gazing at their partners than do men. (Men talk so much because females are socialized to be great listeners.)	**TRUE**	False
5.	Nonverbal messages carry more weight than do verbal messages.	**TRUE**	False
6.	Female managers communicate with more emotional openness and drama than do male managers. (Females emulate male models; managers aren't emotional in general.)	True	**FALSE**
7.	Men not only control the content of conversation, they also work harder to keep conversation going. (The first half of statement is true; the second half is false. 96% of topics introduced by males at home are followed-up on by females. Two out of three topics introduced by females are ignored.)	True	**FALSE**
8.	When people hear generic words, such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	True	**FALSE**
9.	Women are more likely to touch others than men are. (Men are more likely to touch others because the most common form of touch is the handshake. The origin of the handshake goes back to the reply, "I have no weapon; I come in peace." Men do lots of incidental touching—handshakes, directing women. They don't filter or ration their touches as women do. Women's touches are often perceived as sexual. Women do touch students more than men do. Women do more public hugging than men do. A short person is less likely to touch a bigger person—size is power.)	True	**FALSE**

10.	In classroom communications, male students receive more reprimands and criticism than female students.	**TRUE**	False
11.	Women are more likely than men to disclose information on intimate personal concerns. (Disclosing works well in building friendships but not in building professional relationships.)	**TRUE**	False
12.	Female speakers are more animated in their conversational style than are male speakers. (Women disclose more both verbally and nonverbally.)	**TRUE**	False
13.	Women use less personal space than men do. (Men spread out; women contract. Women have more space in only two areas—closets and cosmetics.)	**TRUE**	False
14.	When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation. (At the Harvard Business School, actors were scripted as managers, females and males. Though presentations were exactly the same, males rated higher. Regardless of topics, females rated presentations presented by males higher.)	**TRUE**	False
15.	In general, women speak in a more tentative style than do men.	**TRUE**	False
16.	Women are more likely to answer questions that are not addressed to them.	True	**FALSE**
17.	There is widespread sex segregation in schools, and it hinders effective classroom communication.	**TRUE**	False
18.	Female managers are seen by both male and female subordinates as better communicators than are male managers. (This has changed in the last eight years.)	**TRUE**	False
19.	In classroom communications, teachers are more likely to give verbal praise to females than to male students.	True	**FALSE**
20.	In general, men smile more often than women. (When you have power, you don't have to smile. When you don't have it, you better smile.)	True	**FALSE**

#3
Bingo

Purpose:

To give participants the opportunity to meet new people within the group and learn about their skills and interests.

Implementation:

Have participants use their Bingo worksheets and connect with people in the group who match what is stated in the boxes and can sign off in the appropriate boxes. Set limits on how many times one person can sign another person's bingo card, based on the size of the group and time available.

The first person to have her or his entire card filled in with signatures gets Bingo. Other Bingo game options can also be used such as five-in-a-row, four corners, or five-on-the-diagonal. Give prizes, if desired.

Share with the large group who signed what boxes on one or two cards as a way to highlight information about people in the group, to make introductions, and to reinforce achievement and career planning.

Bingo Card

Instructions: Find someone who fits the description in a square and have that person sign her or his name in the square. Complete as many squares as you can in the time allowed.

Has Had No Career Counseling	Has a Mentor	Has a Cat	Has Played Team Sports	Was Born West of the Mississippi
Likes Being Challenged Physically	Has Not Yet Made a Career Interest Change	Assists Friends in Planning for Their Futures	Loves Science	Is a Mentor
Has Researched a Nontraditional Occupation	Likes To Swim	Free Free EQUITY Free Free	Likes Being Challenged Intellectually	Is Scheduled To Take Four Years of High School Math
Uses the Internet	Has Played Football	Has a CD Player	Has a Dog	Still Doesn't Know What He or She Wants To Be When He or She Grows Up
Has Changed Career Interest More Than Three Times	Has Taken Honors Level Math Classes	Thinks Math Is Hard	Uses E-Mail	Plays a Musical Instrument

#4

Equity Predictions

Game Rules:

To predict your own future, check "Yes" or "No" under Column 1 (Me). When the girls and boys in each group have been counted, fill in the totals under Column 2 (Girls) and Column 3 (Boys).

	Col 1	Col 1	Col 2	Col 2	Col 3	Col 3
	Me	Me	Girls	Girls	Boys	Boys
	Yes	No	Yes	No	Yes	No
I'll probably . . . (1) Work when I graduate from high school or college						
(2) Get married						
(3) Quit my job if I get married						
(4) Quit my job if I have kids						
I'll probably work to . . . (5) Support myself						
(6) Earn only enough to pay for extras like a stereo or a new car						
(7) Do something that interests me						

Questions about Statements

	Students Responding "Yes"	Students Responding "No"
I'll probably . . .		
(1) Work when I graduate from high school or college	At what kind of job? What do you know about that kind of job?	Why wouldn't you work?
(2) Get married	Are there more girls or boys in your group? What does that tell you?	Are there more girls or boys in your group? What does that tell you?
(3) Quit my job if I get married	Why would you quit working after marriage? What would be good/bad about quitting? Would your spouse probably want you to quit? Why?	Why would you keep working? What would be good/bad about continuing to work? Would your spouse probably want you go on working? Why?
(4) Quit my job if I have kids	Why would you quit your job after having kids? What would be good/bad about quitting?	Why would you keep your job after having kids? What would be good/bad about continuing to work?
I'll probably work to . . .		
(5) Support myself – pay for basics like food, rent and clothes	In what jobs could you earn enough to pay for these things?	Who is going to pay for your rent, food, clothes, etc.?
(6) Earn only enough to pay for extras like a stereo or a new Car	Who is going to pay for rent, food clothes, etc.?	Then what are your reasons for working?
(7) Do something that interests me.	What things interest you? What jobs match your interests? What talents or skills do you have for these jobs?	Then what are your reasons for working?

Resources

Resources

Illinois State Curriculum Center
Illinois Gender Equity Resource Center
Elementary Career Awareness
National Tech Prep Clearinghouse
National DACUM/SGI Facilitator Registry
CPC Review Center
National Task List Clearinghouse
800/252-4822 (for requests)
http://www.uis.edu/iscc (online catalog website)

Fair Labor Standards Act
Chicago Region
Wage-Hour Division
230 S. Dearborn Street
Room 820
Chicago, IL 60604
312/353-7280
Fax: 312/353-2539

Curriculum Publications Clearinghouse
800/322-3905
http://www.wiu.edu/users/micpc/index/html

U.S. Department of Labor
http://www.dol.gov/

Career Path
http://www.careerpath.com/res/owa/rb_applicant.displat_rblogin

1998-1999 Occupational Outlook Handbook
http://stats.bls.gov/ocohome.htm

Careers Communication, Inc.
http://carcom.com

Path Finders Career Choice Programs
http://www.his.com/pathfind/pathfinders.html

Illinois Workplace Mentor Training Resource Manual 1997
Illinois State Board of Education

Working Skills for a New Age
Larry Bailey (1990)
Delmar Publishing Inc.
Albany, NY

Business, Community, and Family Partnerships
Illinois State Board of Education
100 N. First Street, E-432
Springfield, IL 62777
217/524-1081

Illinois Occupational Information Coordinating Committee
http://www.state.il.us/ioicc/

Horizons Internet Version
http://www.ioicc.state.il.us/horizons/

The Counseling Web
http://seamonkey.edu.asu.edu/gail/career.htm

Career Paths Online
http://careerpathsonline.com/start.htm

Virtual Jobs Resource Center
http://www.cmoet.org/jobbanks.htm

Margaret Riley's Resources for Finding Job-Related Information
http://www.careermag.com:80/newsarts/jobsearch/1036.html

Librarian's Guide to the Best Information
http://www.sau.edu/cwis/internet/wild/jobhunt/work/wkindex.htm

Monster Board (résumé builder)
http://www.monster.com